

The author(s) shown below used Federal funds provided by the U.S. Department of Justice and prepared the following final report:

**Document Title: Profiling the Needs of Young Female Offenders:
 A Protocol and Pilot Study**

Author(s): Barbara Owen Ph.D. ; Barbara Bloom Ph.D.

Document No.: 179988

Date Received: December 29, 1999

Award Number: 95-IJ-CX-0098

This report has not been published by the U.S. Department of Justice. To provide better customer service, NCJRS has made this Federally-funded grant final report available electronically in addition to traditional paper copies.

<p>Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.</p>

Profiling the Needs of Young Female Offenders

A Protocol and Pilot Study

Final Report

December 1997

by

Barbara Owen Ph.D.

Department of Criminology

CSU Fresno

209/278-5715

email: barbarao@csufresno.edu

and

Barbara Bloom Ph.D.

Department of Criminal Justice Administration

Sonoma State University

707/778-7270

email: bloom@sonoma.edu

*Submitted to the U.S. Department of Justice
National Institute of Justice (NIJ)
National Criminal Justice Service (NCJS)*

**This project was funded by grant 95-IJ-CX-0098 from the National Institute of J-
The authors are grateful for this support.**

ACKNOWLEDGMENTS

The administrative and research staff of the CYA provided critical assistance to us at every stage of this process. We were given active support by Richard Tillson, Deputy Director of Institutions & Camps Branch, Central Office, Vivian Crawford, Superintendent, Ventura School, Elaine Duxbury and Candace Cross-Drew, Central Office Research, Elverta Mock and Gary Collins, Ventura School. Ms. Crawford, Ms. Cross-Drew and Ms. Mock offered extended assistance throughout the project. The authors gratefully appreciate this support and acknowledge the assistance of Ms. Voncile Gowdy, Program Manager, National Institute of Justice.

Problem statement:

While female delinquency has traditionally been overlooked in policy and research, recent initiatives have begun to explore the problems and needs of high risk girls and young women (OJJDP, 1994, p. 1). Chesney-Lind and Shelden (1992) summarize current findings that suggest delinquent females tend to be similar to male delinquents in terms of lower socio-economic status, disrupted family backgrounds and school difficulties. Most research argues, however, that girls' lives and girls' problems present unique challenges for the juvenile justice system and related social service agencies. These gender-based differences shape both offense patterning and policy response. Young females, in general, have tended to be arrested for less serious crimes, with status offenses and minor property crimes accounting for the vast majority of their offenses. Current data suggest this picture is changing, with drug related arrests by females increasing exponentially and some preliminary evidence of a slight increase in violent activities (Poe-Yamagata & Butts, 1996).

Chesney-Lind and Shelden (1992) detail possible explanations for these gender-based differences in their discussion of female delinquency: among these explanations are differences in gender socialization and subsequent delinquent careers, racial differences in offense patterning and juvenile justice prosecutions, and the dominant role of abuse and family violence in the lives of at-risk young women. These problems are also compounded by gender-based reactions: such as running away, prostitution, early pregnancy, petty theft, shop-lifting and some involvement in gang activity. A third contribution to the differences in male and female delinquency is found in the way state and local systems respond to delinquent behavior. Thus, as delinquent offending is patterned, so is the nature of society's reaction to it.

There are several policy and program implications based on the differences in male and female juvenile offending. Chief among them is the significant role played by less serious offenses, such as status offenses (usually running away or incorrigible) and minor criminal offending (such as petty larceny, petty theft and drug possession). These offense patterns point directly to two issues: 1) the urgent need to develop gender-specific policy and programs, providing intervention for less serious offenders or those initiating delinquent behaviors and 2) the need for increased development of diversion and other alternatives to incarceration at the community level. The lack of gender-specific programming addressing the different needs of males and females and the lack of community-based alternatives results in an over-reliance on institutional commitments. As Deschenes notes, in her October 1995 testimony to the Committee on the Status of Juvenile Justice in California, courts are often left with few alternatives to institutionalization for young women. Despite decades of federal efforts to encourage deinstitutionalization of status offenders, many young females are inappropriately detained and incarcerated. Additionally, girls and young women may be ignored in policy and planning efforts that focus on the more serious offending by males.

child welfare, and alcohol and drug abuse networks, as well as facilities within the juvenile correctional system. According to Lerman (1991), inadequate data about the characteristics of the juvenile population confined to these facilities creates problems for developing effective policies and programs which address the needs of this group. Specifically, the lack of information regarding girls confined in juvenile correctional facilities, namely, training schools, creates problematic issues in managing this relatively long-term population (American Correctional Association, 1990).

The profile of girls who come into contact with the juvenile justice system is similar to that of adult women. Poverty, coupled with lack of job skills, histories of physical and sexual abuse, substance abuse, lack of education, and mental and physical health problems all too often make girls and young women extremely vulnerable to contacts with the juvenile justice system. The lack of attention to the needs of girls at-risk of involvement often results in contact with the juvenile justice system. Outside this system, other social institutions charged with addressing these needs, such as schools, community organizations and other social service agencies, have largely neglected the problems of girls in favor of programs and policies designed to address the problem of the male delinquent. In focusing on the overwhelming number of males in these systems, programs, policies and services often fail to develop a diversity of options for dealing with the gender and culturally specific problems of girls enmeshed in these systems. For example, while research shows that community-based programs are most successful in dealing with the problems of female delinquents, few programs target the specific needs of girls, and little comprehensive work has been done to collect data on the characteristics of girls and young women in order to develop better program responses which would keep them out of the juvenile justice system.

The neglect of girls and young women is often justified on the grounds that they account for only a small fraction of juvenile arrests and commit few crimes. This justification ignores the fact that while fewer in number and less violent than their male counterparts, the girls and young women who do enter the juvenile justice system become extensive users of the system (Delinquency Prevention Commission, 1992). The lack of alternatives to incarceration, the lack of gender and culturally specific programs and simple inattention to their problems and needs creates a system that over-incarcerates the young female offender, often treating social problems with ineffective correctional sanctions. In addition, girls and young women have historically accounted for the majority of status offenders detained in youth facilities, often recycling through the juvenile justice system.

Whatever your reasons or interests, gaining the cooperation and approval of institutional management is critical to a successful project. In general, managers desire more information on their population and programs, so this kind of study is typically welcomed. Their support is fundamental at every stage of the project and should be elicited at the beginning stages of the project and must be maintained throughout the study. We suggest that you engage in the following steps as preparation for your research:

- Prepare a short summary (or a proposal), outlining the purpose of the study and the steps involved in collecting, analyzing and reporting the information.
- Meet with the institutional management, usually the Warden or Superintendent, at the initial planning stages.
- You also may want to meet with the Central Office management team as well. Determine their information needs and incorporate them into your version of the study. Often, a contact person will be designated to act as liaison between the institutional management and the project director. The contact person identified in the pilot study was instrumental at every stage of the project.

As you read through the steps involved in this profile and program inventory, plan ahead. For example, we recommend that a statistical program be used in the tabulation and analysis section. Think about where you might find a person to help you with this step right from the beginning and involve him/her in the preliminary stages as well.

Instrument Development: The Pilot Study

The development of this instrument came about as we finished a study of adult female offenders in the California Department of Corrections (Owen & Bloom, 1995 a & b). As we learned about the lives of female prisoners, we became interested in learning about the lives of women prior to their imprisonment. The study of girls and young women in the California Youth Authority was the next step. We used the adult female survey instrument as the basis for our questions, but modified them somewhat to reflect the differences in ages and experiences of the two different populations. At this stage, the assistance of CYA research and administrative staff was invaluable. We suggest that managers, line staff, researchers and others knowledgeable about the institution and population be given an opportunity to review and comment on the study at all stages. Preliminary data from this pilot study is contained in Appendix A.

Three steps to this study:

This process is designed in three phases. The Profile instrument should be used as a social science data collection instrument when information about the nature of a specific population is desired for planning, program design or budget purposes. The instrument should be administered through individual, face-to-face interviews, as discussed in the section below, "Choosing the Interviewers". The Program Inventory can be used to assess the nature of current, available programming. We have used several approaches to this aspect of data collection: mailed surveys, telephone interviews and site visits which

Information Services and any others that work with this population. Identifying stakeholders at an early stage of the process is critical to the future success. Once interested parties have been identified, a working group can be formed. These interested parties will assist in making the instrument useful and applicable to the specific population under study. Distribute a copy of the modified instrument and actively solicit comments and revisions.²

This step may be repeated several times to insure the development of a useful instrument. Once a preliminary interview schedule is developed, pre-testing the questions is the next step. Pre-testing is a critical aspect of instrument development. This involves selecting a small number of young females that are not to be included in the actual study but are similar to the study population. Conduct several interviews with this pre-test sample, noting the types of answers elicited by the questions. Pre-testing provides an opportunity to assess the usefulness and applicability of the instrument. In our pilot study, we tested the instrument on a small number of CYA wards that were not chosen in our random sample: other methods of pre-testing include using a community sample of parolees and an institutional sample of young females confined to a local juvenile hall. After the pre-test, revise the instrument to reflect what you have learned.

Sampling:

Sampling is the process of choosing the individuals in the institution who will be interviewed for the population profile. Most facilities for the youthful female population are small, making the issue of sampling straightforward. Depending on the size of the population, you may want to choose a census or sample. A census is the sum of the total population in custody at the time of the interviews. We recommend interviewing all wards if the population at the time of the research is under 100. If it is over 100, then you may want to choose a sample. There are two important aspects of sampling : randomness and representativeness. The sample must be chosen in a random manner; that is each person in the population must have an equal chance of being included in the interview sample. If a sample is chosen randomly, then the sample should be representative. That is, the sample should represent all aspects of the population, such as age, race and ethnicity, offense types and area of residence³. If your population is listed on any automated data base, choosing a random sample is a simple matter of running a sampling program. The Research Department of your system could also help choose a representative sample. If not, flipping a coin on each name is a simple way of choosing a 50% sample. Decide

² The administrative and research staff of the CYA provided critical assistance to us at every stage of this process. We were given active support by Richard Tillson, Deputy Director, Central Office, Vivian Crawford, Superintendent, Ventura School, Elaine Duxbury and Candace Cross-Drew, Central Office Research, Elverta Mock and Gary Collins, Ventura School. Ms. Crawford, Ms. Cross-Drew and Ms. Mock offered extended commentary on the instrument itself. This experience illustrates the need to involve staff at all levels in customizing the pilot instrument for use at the Ventura School.

³ There are other, more complex ways of insuring a representative sample. If you are considering a complex sample, consult with someone with experience in sample selection. Agencies with a Research Department should use their expertise throughout this process. Later, the issue of using outside consultants will be discussed.

rapport in the interview process. One solution is the use of outside interviewers such as graduate students or research consultants. We have typically used female interviewers and tried to consider cultural issues in choosing and training our interviewers. Give the selection of interviewers some thought because a successful interview is crucial to collecting good data.

Regardless of the amount of experience of any interviewer, each person must be trained in asking these specific questions. The project director should observe all interviewers to ensure that each question is "asked as written". Interviewer training can be part of the pre-test process.

This questionnaire is designed to be administered individually in face-to-face interviews. As such, these questions should not be used in any other format, such as handing out the survey and asking respondents to fill the questionnaire out alone.

Announcing the study

In the pilot study, we were able to meet with all sample members (in a group in the living units) prior to the actual interviews. Here we described the study and its purpose, the procedure through which they were selected, its confidentiality, and their right to refuse to participate. In this introduction, suggest reasons they should participate and be prepared answer any questions. It is important to stress that study participants will be interviewed individually, that their individual answers will never be part of any official record, that they will never be identified in any way and that their answers will be combined with all the others in any reports. Distributing a one-page announcement within the facility is another way to announce the study

The Interview

The interviews should be arranged in concert with facility management, including custody staff and any others who may be involved in setting up the interviews. Depending on the time available to conduct the interviews, several types of interview arrangements may be made to complete all the interviews. In the pilot study, we were able to interview during the program day and in the early evenings, due to the support and cooperation we received from institutional staff.

Each interview should take approximately one hour, depending on the nature of each participant's history and experience, and the number of questions you chose to use. After the pre-test, you should have a good idea as to the length of your interview schedule. Interviews should be conducted in a quiet, private place with distractions and interruptions minimized. We have used a variety of spaces: staff offices, the visiting room, day room or dining room when empty, and unused classrooms, for example. We have interviewed in housing units, work sites and conference rooms. Privacy is essential in terms of gaining the confidence and trust of your respondents. Many of the questions are sensitive and require both privacy and trust.

subsets, such as looking at the results by age groups and offenses, for example. The open-ended questions require a different sort of analysis, called qualitative or narrative analysis. Consult with the Research or Information Management Division in your system, or other researchers for advice about tabulation and analysis.

Interpreting and writing up the data

So what does this all mean? Depending on how the data was tabulated, the results of your profile should be matched with each question. Sit down and think about the results and how they describe the young women in your facility. Write a first draft that describes the results in a straightforward way. Tables or narrative can be used to describe the results of the study. See the results of the pilot study as one example of the profile data. Think about the kind of reports that will be generated from this material. Circulate these drafts among the persons involved in the study and elicit their comments and suggestions.

Collect these reactions and incorporate them into the next written report. The profile report can be used as a stand alone report or combined with the program inventory for a comprehensive needs assessment.

Step Two: The Program Inventory

Current correctional programs have not adequately addressed the multi-dimensional, gender-specific problems of female youthful offenders as they were designed to serve a predominantly male population. The unique issues that differentiate the management of this population include victimization, addiction, healthcare, pregnancy and parenting, re-entry, housing, and job training and placement.

A program inventory or review is an important component of a pilot study of female youthful offenders because it can provide information pertaining to the number and types of programs available to young female offenders, the gender-specific emphasis of program interventions, and effectiveness of service delivery. Most importantly, it can document gaps in services and programs. This information may be useful to correctional administrators, program planners, and program providers. The inventory of existing programs, combined with an assessment of youthful female offender needs can provide data that can be used for revising classification and intake procedures, planning effective treatment, educational and vocational programs, and in determining allocation of funds. Data can be collected on programs such as job training and placement; education; life skills; healthcare; substance abuse education and treatment; family violence counseling and parenting/child development.

Data collected from site visits can provide both qualitative and quantitative descriptions of programs including the number and types of programs; the number of youthful female offenders participating and completing programs; average daily population; program services; curricula; management information systems; and evaluation components. The protocol for an inventory of existing programs within a youth detention

pregnancy and parenting as well as pertinent community-based approaches. Input from facility staff in terms of program identification should be solicited. Once programs are selected, the facility contact person should schedule site visits to individual programs.

Program Site Review

Conduct Staff Interviews: Interviews with program staff should occur prior to program observation if possible. Program description, mission, goals and objectives, target population, criteria for program completion and staff suggestions for program improvements and/or new program development can be included in the interview instrument. Jurisdictions can tailor their interview instruments to meet the specific needs of the juvenile facility and the female youthful offender population that is the focus of the pilot study.

Conduct Participant Interviews: Interviews with program participants can take place during the program. Volunteers from the program can provide useful information about the effectiveness of the program and its benefit to individual participants. Participant interviews can also ascertain the anticipated effect of the program after the individual's release from the facility.

Conduct Program Participant Observation: Participant observation provides the interviewer an opportunity to observe the program directly for more information on areas such as degree of participant involvement, staff morale, program content, and the particular needs/issues addressed by the program.

Collect Program Material: Program material can be collected prior to or during the program site visit. It should be requested before the site visits are scheduled, however, because it can be useful in determining which program/s to visit. Information regarding program mission, goals, objectives, curricula, content, evaluation (if available) and follow-up should be requested.

Conduct Phone Follow-Up: Telephone follow-up can provide clarification on specific programs, as well as garner additional information that may not have been available at the time of the review. The program coordinator or staff who were interviewed should be contacted as necessary. If additional or new program data become available, the facility contact person should be called and asked to designate the appropriate program staff person for purposes of follow-up.

Program Analysis

The analysis should describe the range of programs available to female youthful offenders at the facility. It should identify the type of program, describe the primary focus of the program and its unique approach. It should address the gender-specific needs of the population and the program's ability to meet those needs. The analysis should also address issues such as parity, e.g., the availability of programs for girls/young women as compared with boys/young men at the facility. It should also identify gaps in

A needs assessment should consider the following issues as they pertain to girls and young women in the juvenile justice system.

Gender-specific interventions: Youthful female offenders share similar characteristics that distinguish them from their male counterparts. As documented in the research literature (Chesney-Lind and Shelden, 1992), many girls in the juvenile justice system are arrested for less serious offenses, with status offenses, property crimes and drug-related arrests representing the majority of their offenses. Family violence and victimization are significant among this population and the reaction to this violence is often gender-based, as evidenced by behaviors such as running away, prostitution, teenage pregnancy, petty theft, shop-lifting and gang involvement. Gender-based reactions require gender-based programs and policies. Therapeutic interventions that have been traditionally employed for youthful male offenders do not necessarily work with youthful female offenders as they do not address the unique problems of this population..

Culturally-specific interventions: The majority of youthful female offenders tend to be non-white and disproportionately African American and Latina. There are few programs that address the cultural differences among female offenders. Program interventions need to take cultural differences into consideration and build on the strengths and practices of particular cultures.

Some of the research literature finds that girls and young women of color often have different interactions with the juvenile justice system than their white counterparts. Here the issue of race is significant and there is a general mistrust of the law enforcement community that can interfere with program interventions designed to help young female offenders. Culturally relevant interventions often include the use of mentors as role models.

Economic self-sufficiency: Lack of job skills is a serious problem for young female offenders. Lack of employment training coupled with lack of education make this population especially vulnerable to contacts with the juvenile and criminal justice systems. The needs assessment should identify programs that increase the economic self-sufficiency and employability of the girls and young women at the facility.

Physical and mental health care: Girls and young women in the juvenile justice system have special health and mental health needs which may be identified in the population profile. Sexually transmitted diseases, HIV/AIDS, pregnancy, miscarriages, eating disorders, substance abuse and other health needs should be addressed in the needs assessment. Programs may be developed in response to these female-specific needs.

Family-focused approach: Some research suggests that female offenders come from families plagued by drug addiction, mental illness and child abuse and neglect. Profile data can provide information on the family relationships of young female offenders that can lead to family-oriented interventions. Many youthful offenders return to their families after release from a juvenile detention facility and it is important to begin the process of

Appendix A

Pilot Study:

Female Wards in the California Youth Authority

PROFILING THE NEEDS OF YOUNG FEMALE OFFENDERS

Pilot Data from the California Youth Authority

Overview

While young female offenders remain a small minority within the juvenile justice system, the unique needs and program demands of this population require particular attention in terms of research and policy. This report summarizes the findings of a pilot study designed to assess the female population in terms of its characteristics and existing program structure. This study uses three basic steps in collecting the information: 1) A detailed profile of the youthful female population of interest; 2) An on-site inventory of existing programs within the facility of interest and 3) A needs assessment which matches profile data with program data to determine gaps between identified needs and current program availability. These methods were tested in a previous study of women in California prisons (Owen & Bloom, 1995). This pilot study was used to test these methods for profiling the needs of youthful female offenders in developing a protocol for use by other jurisdictions and agencies working with youthful female offenders.

Research methods used in this effort include face-to-face interviews, survey methods, and site visits. In this pilot study, we interviewed both staff and the female population on two separate instruments, also contained in the appendix. The interviews were conducted in the summer of 1996. Program data were collected through surveys, site visits and informal interviews done with staff and program participants. The needs assessment was constructed by comparing these two sets of data. This report is organized in the following sections:

1. Summary and Needs Assessment Recommendations.....	2
2. Problem Statement.....	5
3. Population Profile	8
4. Staff Interviews.....	20
5. Program Inventory	22

Culturally-Specific Interventions

The racial and ethnic background of the female offender population indicates a need for increased culturally-specific services and programs in a variety of areas. Mentoring, art, drama, music, dance, education and counseling programs could be developed with culturally-specific components.

Economic Self-Sufficiency

Almost all of the young women interviewed planned to work upon their release and their family and personal work histories suggested a need for vocational skill development. A significant number of respondents reported obtaining money from illegal sources and a majority stated that their families had received public assistance. While the Ventura School currently offers job readiness opportunities to its wards, an expansion of the successful Free Venture Program would be useful in terms of providing training and work opportunities to a greater number of female wards. Other skills such as money management, budgeting and career planning could be incorporated as well.

Expanded Educational Programs

Nearly all of the respondents indicated a need for more education and training. Approximately 70% of the sample stated that they had a desire to attend college and about 25% were interested in technical or vocational school. This finding suggests a need for college preparatory courses, which include academic preparation, financial aid information and preparation for college entrance exams (e.g., SAT).

Family-Focused Interventions

The profile indicates that most young women come from complicated family backgrounds, including divorced and never-married families. Although approximately half of the respondents lived away from their families prior to their incarceration, many reported that they planned to live with their parents upon release. These findings suggest a need for increased family counseling as well as family reunification services. An emphasis on breaking learned cycles of criminality, violence and other forms of family abuse and substance use should be made. While only a small number of female wards were currently mothers, it is reasonable to assume many plan to be parents in the future. The few wards who were currently parents indicated that they planned to care for their child upon release. A mother-infant care program, similar to the community-based model administered by the California Department of Corrections, should be considered for pregnant and parenting female wards.

Program Evaluation

We found that program evaluation data is lacking from most of the programs at the Ventura School. Management should consider the need for program evaluation data for use in program monitoring and development, budget requests and future program planning. Whenever possible, an evaluation component should be included in program planning and design.

These findings were derived from the data collected through the face-to face interviews with CYA wards, Ventura School staff and administrators and program inventory data described in the following sections.

Section 2: Problem Statement

While female delinquency has traditionally been overlooked in policy and research, recent initiatives have begun to explore the problems and needs of high risk girls and young women (OJJDP, 1994, p. 1). Chesney-Lind and Shelden (1992) summarize current findings that suggest delinquent females tend to be similar to male delinquents in terms of lower socio-economic status, disrupted family backgrounds and school difficulties. Most research argues, however, that girls' lives and girls' problems present unique challenges for the juvenile justice system and related social service agencies. These gender-based differences shape both offense patterning and policy response. Young females, in general, have tended to be arrested for less serious crimes, with status offenses and minor property crimes accounting for the vast majority of their offenses. Current data suggest this picture is changing, with drug related arrests by females increasing exponentially and some preliminary evidence of a slight increase in violent activities (Poe-Yamagata & Butts, 1996).

Chesney-Lind and Shelden (1992) detail possible explanations for these gender-based differences in their discussion of female delinquency. Among these explanations are differences in gender socialization and subsequent delinquent careers, racial differences in offense patterning and juvenile justice prosecutions, and the dominant role of abuse and family violence in the lives of at-risk young women. These problems are also compounded by gender-based reactions such as running away, prostitution, early pregnancy, petty theft, shop-lifting and some involvement in gang activity. A third contribution to the differences in male and female delinquency is found in the way state and local systems respond to delinquent behavior. Thus, as delinquent offending is patterned, so is the nature of society's reaction to it.

There are several policy and program implications based on the differences in male and female juvenile offending. Chief among them is the significant role played by less serious offenses, such as status offenses (usually running away or incorrigible) and minor criminal offending (such as petty larceny, petty theft and drug possession). These offense patterns point directly to two issues: 1) the urgent need to develop gender-specific policy and programs, providing intervention for less serious offenders or those initiating delinquent behaviors and 2) the need for increased development of diversion and other alternatives to incarceration at the community level. The lack

The population of juveniles admitted to facilities of confinement has risen in the last decade (Chesney-Lind & Shelden, 1992; Parent, 1993). Parent (1993) shows that admissions to juvenile facilities reached 690,000 in 1990. The characteristics of this population showed significant changes in the percentage of minorities represented, as well as changes in the types of offenses committed. The residential facilities that confine juveniles who violate the law include those which are part of mental health, child welfare, and alcohol and drug abuse networks, as well as facilities within the juvenile correctional system. According to Lerman (1991), inadequate data about the characteristics of the juvenile population confined to these facilities creates problems for developing effective policies and programs which address the needs of this group. Specifically, the lack of information regarding girls confined in juvenile correctional facilities; namely, training schools, creates problematic issues in managing this relatively long-term population (American Correctional Association, 1990).

The profile of girls who come into contact with the juvenile justice system is similar to that of adult women. Poverty, coupled with lack of job skills, histories of physical and sexual abuse, substance abuse, lack of education, and mental and physical health problems all too often make girls and young women extremely vulnerable to contacts with the juvenile justice system. The lack of attention to the needs of girls at-risk of involvement often results in contact with the juvenile justice system. Outside this system, other social institutions charged with addressing these needs, such as schools, community organizations and other social service agencies, have largely neglected the problems of girls in favor of programs and policies designed to address the problem of the male delinquent. In focusing on the overwhelming number of males in these systems, programs, policies and services often fail to develop a diversity of options for dealing with the gender and culturally specific problems of girls enmeshed in these systems. For example, while research shows that community-based programs are most successful in dealing with the problems of female delinquents, few programs target the specific needs of girls. Very little comprehensive work has been done to collect data on the characteristics of girls and young women in order to develop better program responses that would keep them out of the juvenile justice system.

The neglect of girls and young women is often justified on the grounds that they account for only a small fraction of juvenile arrests and commit few crimes. This justification ignores the fact that while fewer in number and less violent than their male counterparts, the girls and young women who do enter the juvenile justice system become extensive users of the system (Delinquency Prevention Commission, 1992). The lack of alternatives to incarceration, the lack of gender and culturally specific programs and simple inattention to their problems and needs creates a system that over-incarcerates the young female offender, often treating social problems with ineffective correctional sanctions. In addition, girls and young women have historically accounted for the majority of status offenders detained in youth facilities who are often recycling through the juvenile justice system.

Parental Marital Status: A majority of these young women (67.2%) came from families in which the parents either never married (22.5%), were divorced (33.3%), or were separated at the time of the interview (11.1%). Another 24.7% of the young women responded that their parents were married, 6.8% were widowed, and 1.2% responded "other".

Religious Preference: Just over half of the young women interviewed (53.1%) indicated a Protestant religious preference. About one-fifth of those interviewed were Catholic. Just under 10% reported no religious preference. The remainder indicated their religious preference as Muslim (3%), Buddhist (2%) and 2% atheist.

Living Situation: Table 1 reports the ward's living situation prior to this commitment:

Table 1	
Living Situation Prior to Imprisonment	
CYA Sample (N = 162)	
Lived With:	(%)
Parent or Guardian	40.6
Spouse or Partner	12.3
Grandparents/Other Relative	11.3
Friends/Roommates	9.9
No Permanent Residence/Homeless	9.9
Alone	4.9
In Program	4.9
Other	5.6

When asked, over half of the respondents (54.3%) reported that they were not planning to return to the same situation upon their release. More young women reported plans to live with parents and other relatives, and fewer women planned to live with their spouse/partner, roommates, or to live alone.

Educational Background: Respondents were asked a variety of questions concerning their educational and work background. Most of the young women had not finished high school prior to their CYA commitment. Most of those interviewed (90.7%) responded that they were still in school at the time of the interviews, with almost three-fourths of those in school attending high school classes. The remainder of those in school were in college programs (14%), in GED programs, (6%) or elementary school classes (2%).

About 70% of the entire sample indicated an interest in attending college classes. Of these, almost 20% were interested in nursing or pre-med, and another 14.2% wanted to study psychology. Other frequently mentioned areas of interest were general education, business and social sciences, protective services/police science classes, arts and music, computer sciences, and

Of those that responded that their parents supported the family, over half of these parents had full time jobs. Of those respondents that had ever worked to support themselves, most reported an hourly salary of \$4.25 or less. The respondents were also asked about their family annual income. Of those that responded, 27% said that the family income was under \$10,000; 33% said that it was between \$10,000 and \$25,000; 22% said that it was between \$25,000 and \$40,000, and 18% said that their family income was over \$40,000 a year.

Nearly thirty percent reported some form of public support paid either to themselves or to their parents as part of their income. Just over one-fifth said that they themselves had received public assistance or welfare at some point in their lives, with over 15% receiving it during the year prior to their arrest. Two-thirds stated that their family had received public assistance or welfare during the last year. One third of the sample indicated receiving public assistance during the year prior to their arrest. Few said their parents supported the family through illegal means.

When asked how they had supported themselves, almost forty percent (39.5%) indicated that they were making money from drug dealing or sales. Another third reported illegitimate income for themselves, such as prostitution (5.6%), shoplifting or other hustling (14.2%) and other criminal activities (14.8%). Almost twelve percent of the sample reported that they had been involved in making money through prostitution at some point in their lives.

Almost all of the respondents (96%) said that they plan to get a job when they are released from the Youth Authority. In order to be able to get a job, however, 62.3% of the sample said that they need more education, 32% said that they need more technical training, and 30% said that they need more experience.

Family Relationships: Just over a quarter of the sample reported having any children. Most of these wards had only one child. Of those respondents with children, two-thirds stated that they had lived with their children prior to arrest, and 80% indicated that they planned to live with their children immediately upon release.

Most of the respondents maintain legal custody of their children. Two-thirds of the female wards with children said that they still had custody. While the respondents are incarcerated, the wide majority of these children live with relatives. Over a third of these children live with the respondent's mother and a fifth lived with the respondent's spouse or partner, who is also the child's father. Another fifth lived with other relatives.

About one-quarter of the children witnessed the respondent's arrest. The attached frequency distributions (Section 6) describes the placement of these children after arrest. Contact with these children after arrest and during incarceration is also described in detail.

Pregnancy History While Incarcerated: Of those that responded, 22% said that they had come to a juvenile program or facility pregnant at some point in their lives. Ten percent had been pregnant during a previous term, 8% had been pregnant during their current term, and 3% were

Table 4	
Juvenile History	
(N = 162)	
	(%)
Juvenile Court Appearance – Current Offense	84.0
Criminal Court – Current Offense	14.2
Juvenile Probation	70.4
Juvenile Hall	89.5
Adult Jail	25.2
Youth Prison	8.6
Status Offender	46.0
Ward of Court	71.9
Foster Home Placement	35.8
Group Home Placement	50.6
Runaway	81.5

Gang Involvement: Over half of the respondents (61%) replied that they had been involved in a gang. Of these, most were in male and female mixed gender gangs (78%), 18% said that they were in mostly male gangs, and 4% said that they were in all female gangs. The majority (60%) of these wards were in gangs either entirely or mostly of the same race. The remaining 40% reported membership in a mixed-race gang.

Arrest and Sentence Information: Most (91.4%) of the respondents are serving their first Youth Authority term. About 6% indicated one prior commitment, while 2.4% of the sample is serving their second (or more) sentence. When asked about their legal status prior to this commitment, 54.9% were on probation, 6.8% were on parole and 36.4% were on neither probation *nor* parole (a very small .6% were on both). The sample did not have an extensive probation history: 29.6% had never been on probation, while 45% had been on probation only once previously. Table 5 profiles the sentences received by the sample from both the court and the Youthful Offender Parole Board (Y.O.P.B.).

Offense Profiles: Table 5 describes the sample's self-reported offenses.

Table 6	
Reasons for Committing the Current Offense	
California Sample (N = 162)	
Reason Given:	(%)
Intoxicated or High	13.6
Anger	13.0
Revenge	11.1
Economic Pressures	8.6
Poor Judgment	8.6
Didn't Want to be in Placement	8.6
Pressured by a Friend to Pay for Drugs	8.0
Gang Related	6.8
To Protect Self/Family	6.2
Running the Streets	6.2
To Prove Myself/Get Respect	4.3
To Escape Abuse	3.7
Other Responses	42.6

(Does not total 100 percent because of multiple responses. The most common responses are reported individually)

Weapons Use: Of those that responded (83% of the sample), 58% reported having used a weapon at some point in their life to protect herself or her children. Only 16% reported any time served for this weapon use.

Substance Abuse Histories: The respondents were asked a series of questions to gain information about their past substance abuse. These questions had five basic parts: 1) Did you ever use (a given) substance; 2) Was the use of this substance ever a problem in your life; 3) Did you use this substance the last year you were free; 4) If so, how often; and 5) Did you ever drink alcohol while using this substance. Questions about age at first use, needle use, and treatment history were also asked. These preliminary descriptions report percentages of the entire sample, rather than the users of the particular substance. For most substances, the daily use rate is reported. In almost all categories, frequencies other than daily use were generally not significant. About 5% of the entire sample reported no drug use at any time in their lives. Table 7 reports these results.

Table 8 Prior Abuse Histories (%)					
Type of Abuse	Any Mention	Once	More Than Once	Ongoing	Most Often Mentioned Abuser
Physical Abuse	69.8	7.1	26.5	66.7	Mother, Father, Boyfriend
Sexual Abuse	45.7	21.3	22.7	56	Other Male Relatives, Father, Family Friend
Emotional Abuse	67.9	4.7	13.1	82.2	Mother, Father
Sexual Assault	34.6	58.2	29.1	12.7	Peers, Stranger

Abuse and Gang Membership: Of those that said that they were in a gang, 34% said that the abuse that they suffered was somehow tied to their gang membership. This points to a need for further research.

Abuse Counseling: Forty-three percent of those that were abused said that they had received counseling for this abuse while they were serving their current term. Of those that received counseling, 71% said that this counseling helped them. Sixty-seven percent said that they wanted to receive some counseling or participate in a program to help them deal with abuse issues.

HIV Testing: Eighty-three percent of the sample said that they had been tested at some time in their lives for HIV. When asked if they would be interested in being tested again in the institution, 75% said yes, and 73% said that they would be interested in HIV education and counseling.

Correctional Programming Participation: Most of the respondents reported that they were involved in some sort of programming in the Youth Authority, including educational, work, or therapy programs. Over 90% of the wards were participating in academic educational programs, with less than 10% active in any vocational programming. Few of the female wards indicated that that participated in work experience programs (7%). Just about 8 % participated in TWA or Gold Coast job programs.

In terms of therapy and self-awareness programs, the wards indicated participation in several programs: About one-third of those interviewed indicated participating in the following programs:

age designations. Table 9 indicates the distribution of the respondents according to their housing assignments.

Table 9	
Housing Assignments	
N = 162	
Cottage	(%)
Alborado	13.6
Buenaventura	13.0
El Mirasol	19.1
El Toyon	17.9
Montecito	15.4
Mira Loma	17.9

At the time of the interviews, the Alborado unit was called the Specialized Counseling Program. The Buenaventura unit is also a specialized counseling unit, primarily addressing sexual abuse. Wards are assigned to El Mirasol at any age if they have a drug history. In El Toyon, the age range of wards is 13-16, in Mira Loma they are 17-19.5, and in Montecito they are 19.5-24 years old.

processing and the like), cosmetology, and developing a job placement position, focusing on female wards. There was some concern that males seemed to have a wider range of vocational training (and paid job positions) opportunity.

Psychological/Emotional Needs: Staff offered a unified perspective in discussing therapeutic needs of the female wards. Most staff felt that female wards had complex psychological and emotional needs that must be addressed in the CYA environment. The move toward increased specialized treatment in the form of expanding the treatment housing units and offering additional psychological counseling was supported by all staff.

The staff was also highly supportive of the specialized education sessions dealing with Anger Management, Homicide (187 Groups) and Victim's Awareness groups. Other concerns related to the need for intimate communication skills and family counseling, increased attention to the abuse survival issues, single parenting training, family re-unification (especially needed for younger wards returning to potentially unstable home situations) and a need for groups dealing with daily living issues on the unit and in a co-correctional institution.

There was also significant discussion of substance abuse treatment needs. At the time of these interviews, the institution was planning a new substance abuse program. Most staff were aware of the substance abuse histories of the CYA wards and the complications such use has for emotional and personal development as well as post-release.

Re-entry: Most staff felt that re-entry needs overlapped with areas mentioned above. Reentry needs include job placement, family re-unification and financial planning and aftercare, with a special emphasis on substance abuse treatment. One staff member noted that budget cuts have eliminated necessary transitional and parole services.

Staff Training: The majority of the staff interviewed felt that working with female wards required special training. The gender differences between male and female wards were seen to be important in managing this unique population. Staff offered the following comments concerning these differences:

- Female case management requires significantly more time than that of their male counterparts; housing unit populations and caseloads should be smaller to reflect these additional demands.
- Institutional budgets are calculated in terms of custody and care of male wards. The budget should reflect the additional costs of managing a female population in terms of increased medical and mental health care, clothing and other costs. One staff member noted that "economies of scale are not possible with the small numbers of female wards."
- The personal and substance abuse histories of the female population required additional training for both male and female staff. This should be combined with an awareness of the emotional differences between male and female wards.

Interviews with program participants obtained data on the ward's view of the program, its current benefit to her, and the anticipated effect of the program after her release. In addition to the interviews, site visits provided the interviewer an opportunity to observe the program directly for more information on such areas as the degree of ward involvement, staff morale, program content, and the particular needs addressed by the program.

It should be noted that the site visits provided program descriptions and did not constitute a formal evaluation. Ventura School staff supplied detailed information on programs not included in site visits as well. Subsequent telephone contact with community-based providers provided additional program data.

The programs available to female wards at the Ventura School fall into the following categories: jobs/training; education; life skills; health care; substance abuse education and treatment; family violence counseling, parenting/child development, victim awareness and specialized counseling and education.

Jobs/Training: Free Venture programs provide wards an opportunity to be employed by private companies while gaining the training necessary to compete in the job market upon release. The *TWA Free Venture Program* is an eleven year old program that functions as a freestanding sales and reservation facility for TWA domestic and international flights. Wards book flights for travelers and assist them in route planning. TWA hires wards as contingent employees at a salary of \$5.22 per hour. Approximately one-third of the wards employed by TWA are female. The TWA Free Venture program is considered a model in the California Youth Authority (CYA) and it provided the impetus for the Department of Corrections Joint Venture Program. The *Gold Coast Free Venture Program* provides wards an opportunity to work for a manufacturing company that produces accessories for recreational vehicles. Manufacturing work includes the operation of industrial sewing machines and preparing and packaging goods for shipping. Ward employee pay begins at minimum wage and can increase to \$6.00 per hour.

Ventura School Animal Care Classes train female wards in cat and dog grooming, kennel work, breeding and raising dogs, introduction to veterinary clinic work, equipment care and repair and Animal Control. Wards learn all aspects of operating an animal care business. Based on outcome evaluation data, the program boasts an employment rate of nearly 80% in the animal care field for paroled participants.

The Female Camp Program, operated jointly by the California Youth Authority (CYA) and the California Department of Forestry (CDF), recruits and trains wards to work as firefighters. CDF teaches a 67-hour certification course that is equivalent to their outside certification course. Job skills, certification, teamwork, and physical ability are combined in this program.

Education: The Ventura School educational programs include Career Vocational Education (business education, media production, drafting, janitorial services, animal grooming and culinary arts); English (high school English, remedial English, reading, ESL); Math (high school and

Parenting/Child Development: *The Child Abuse and Neglect (CAAN)* curriculum is based on the assumption that reparenting the students is as important as teaching them basic parenting skills. The goal of the CAAN classes is to increase the ward's awareness of the needs of children. Wards are instructed on topics such as parenting styles, early childhood development and child abuse and neglect. Parenting education classes provide wards with a comprehensive understanding of physical, sexual, and emotional abuse and neglect.

When the Bough Breaks is an arts program designed for incarcerated teenage mothers. It is sponsored by Artsreach, a Charter Oaks Foundation program. The project uses art as a constructive tool which helps young mothers learn to express their feelings, develop their ability to think creatively and constructively about resolving conflicts, and gain an understanding of how to reduce the use of violence as a solution to problems. The project centers on culturally traditional textile skills, including embroidery, appliqué and quilting. Guest artists work with the group to provide experiences in culturally diverse practices of storytelling and lullaby songs, a "council circle", speaking and listening and education on substance abuse, parenting, child care and relationships.

Birthing Support is a class for pregnant wards. In addition to classroom instruction on pregnancy and health, each ward is attended to throughout her pregnancy and birthing process. Follow-up support includes helping new mothers deal with the separation from their newborns as well as continuing parent education.

Victim Awareness Groups: *The 187 Group*, part of the Victim's Awareness Program, is a therapy group for female homicide offenders. The purpose of this program is to provide an opportunity for wards to acknowledge, accept, and discuss their offenses in a structured and non-threatening group setting; to identify personal, familial and societal reasons and contributing factors for their past behavior; to understand the consequences of their behavior on themselves, their families, their victims families; and to develop plans for a responsible lifestyle.

In addition to the 187 group, there are *psychotherapy, self-image, substance abuse and anger management groups* that also deal with commitment offenses.

Specialized Education: This program deals with emotionally disturbed female wards and offers a multi-disciplinary, individualized program. It includes goal setting, counseling, psychotherapy, and treatment groups. All wards are involved in therapy with a psychologist or psychiatrist. Individual and group counseling aim to increase self-awareness, identify strengths and weaknesses, develop problem-solving skills.

This data was incorporated in the Needs Assessment Recommendations in Section 1.

Appendix B Female Ward Survey with Data Distributions

Profiling the Needs of California's Youthful Female Offenders

Survey Instrument with Review of Findings

4/97

by
Barbara Owen, PhD
Department of Criminology
California State University, Fresno
and
Barbara Bloom, PhD
Department of Criminal Justice Administration
Sonoma State University

Today's date: month____/day____/year____

case number# _____

Interviewer _____

7. What is your parents' religious preference? --

1.2_ Muslim	_____ Jewish	25.3 Catholic
38.9_ Protestant	3.7_ Buddhist/other	_____ agnostic
.6_ atheist	9.3_ no preference	15.4_ other (list)
5.6_ don't know		

Educational background

8.

a) What is the highest level of school, including any vocational/technical school, that your MOTHER has completed? ****142 knew (87.7%). Of those who KNEW...**

5.6_ less than Elementary	10.6_ Elementary school
9.2_ 1- 3 yrs HS, no GED	12.7_ 1 to 3 years of HS
26.8_ 4 years of high school	5.6_ GED completed
4.2_ tech./voc. school	14.8_ 1 to 3 years of college
6.3_ BA/BS	4.2_ Beyond 4 year degree
_____ don't know	

b) What is the highest level of school, including any vocational/technical school, that your FATHER has completed? ****102 knew (63%). Of those who KNEW...**

9.8_ less than Elementary	6.9_ Elementary school
11.8_ 1- 3 yrs HS, no GED	9.8_ 1 to 3 years of HS
31.4_ 4 years of high school	2.9_ GED completed
1.0_ tech./voc. school	14.7_ 1 to 3 years of college
8.8_ BA/BS	2.9_ Beyond 4 year degree
_____ don't know	

9. What is the highest level of school, including any vocational/technical school, that YOU have completed?

.6_ less than Elementary	9.3_ Elementary school
28.4_ 1- 3 yrs HS, no GED	37.7_ 1 to 3 years of HS
10.5_ 4 years of high school	3.1_ GED completed
.6_ tech./voc. school	8.6_ 1 to 3 years of college
_____ BA/BS	_____ Beyond 4 year degree
_____ don't know	

13. What is your primary subject in college? _____ {mark one only}

****Of the 20 with college exp.**

Use these codes

- | | | |
|----------------------------|---------------------------------|-------------------------|
| 1. General education (70%) | 2. Business or management (12%) | |
| 3. English/literature | 4. Education (5%) | |
| 5. Social sciences (5%) | 6. Psychology | |
| 7. Agriculture | 8. Natural sciences | 9. Computer sciences |
| 10. Arts/Music | 11. Philosophy, Theology | 12. Protective services |
| 13. Nursing/Pre-med (5%) | 14. Physical education | 15. No college |
| Other (5%) _____ | | |

14. {For those attending vocational or technical school}, What did you study? Did you complete the course? {there is room for three courses of study}

****10 responded- studied, 4 responded completed. Of these...**

Use these codes:

- 1. Business, secretarial 30% of those studied, 50% of those completed
- 3. Cosmetology 10% of those studied, 0% of completed
- 10. Food Preparation 10% of those who studied, 0% of completed
- 15. Air conditioning/Refrigeration 20% of those who studied, 0% completed
- 16. Other 30% of those who studied, 50% of those who completed

15. If you were to continue your education beyond high school level, would you consider college level classes or vocational school?

74.7_ college level {go to # 16}

21.0_ vocational {go to # 17}

16. If you were to go to college, what do you think you would study? _____ {mark one only} 70% of sample responded. of these...

Use these codes

- | | | |
|------------------------------|---------------------------------|-------------------------------|
| 1. General education (13.4%) | 2. Business or management (9.7) | 3. English/literature |
| 4. Education (2.7) | 5. Social sciences (7%) | 6. Psychology (14.2) |
| 7. Agriculture | 8. Natural sciences (4.4) | 9. Computer sciences 3.5 |
| 10. Arts/Music (4.4) | 11. Philosophy, Theology | 12. Protective services (6.2) |
| 13. Nursing/Pre-med (19.5) | 14. Physical education (2.7) | 15. No college |
| 16. Other (13.3) _____ | | |

Work History {Now I'm going to ask you some questions about your work history}

21. During the year before this term in CYA, did you support yourself financially, or did your parent(s) support you?

{if R states was in any type of facility or program before this facility, ask "last time free".}

38.3% _ Parent(s) supported

32.1 _ Self supported

24.1 _ Some combination

{if "any combination, answer both "self" and "parents" support Qs below}

22. What source(s) of income were involved in supporting you?

{Ask question first and then go over categories and write code number}

Use these codes:

****responses= of 162**

_____ *Any legitimate source such as*

41.0 parent(s) 14.8 self 1. *working at a legitimate job/business*

2.5 parent(s) 2.5 self 2. *supplemental security income*

19.8 parent(s) 7.4 self 3. *(SSI, welfare or other public assistance programs)*

.6 parent(s) _ self 4. *unemployment compensation because of layoffs/fired*

1.2 _parent(s) 5.6 _self 5. *spouse, family or friends (legitimate income)*

_____ *Any illegal source such as*

_____parent(s) .6 _self 6. *welfare fraud*

.6 _parent(s) 5.6 self 7. *prostitution*

.6 _parent(s) 39.5 self 8. *drug dealing/ sales*

_____parent(s) 14.2 self 9. *shoplifting, fencing or other hustling*

.6 _parent(s) 8.6 _self 10. *spouse, family or friends (their illegitimate income)*

2.5 _parent(s) 11.1 _self 12. *crime other than ones above*

.6 _parent(s) 3.7 _self 13. *any other illegal source*

list:

23. Have you ever been involved in making money through prostitution of any kind?

11.7% _yes 87.7 _no

29. {for those not working--Q #22}, what were your reasons? {mark all that apply, coding most important first {recall that some Rs were in school/ too young to work}}

- | | |
|-------------------------------------------------|------------------------------------------------|
| 1. was working (16%) | 10. made more money from public assistance/SSI |
| 2. no jobs available (2.7%) | 11. was in school/training (20.7) |
| 3. was looking for work (1.3) | 12. was in rehab program (.7) |
| 4. did not have training/education/skills (4.7) | 13. had drug/alcohol problems (3.3) |
| 5. spouse/family supported me (2.0) | 14. ill/handicap (not drug/alc-related) |
| 6. child care responsibilities/problems (3.3) | 15. did not want to work (6.7) |
| 7. transportation problems | 16. don't know why/no specific reason (.7) |
| 8. temporary/seasonal | 17. Other (28%) |
| 9. made more money from crime/hustling (10%) | |

30. {for those whose parent(s) not working--Q #22}, what were their reasons? {see coding above- mark all that apply, coding most important first}

- | | |
|-------------------------------------------------|------------------------------------------------------|
| 1. was working | 10. made more money from public assistance/SSI (9.1) |
| 2. no jobs available (9.1%) | 11. was in school/training |
| 3. was looking for work | 12. was in rehab program |
| 4. did not have training/education/skills (6.8) | 13. had drug/alcohol problems (11.4) |
| 5. spouse/family supported me (2.3) | 14. ill/handicap (not drug/alc-related) (15.9) |
| 6. child care responsibilities/problems (9.1) | 15. did not want to work |
| 7. transportation problems | 16. don't know why/no specific reason (2.3) |
| 8. temporary/seasonal | 17. Other |
| 9. made more money from crime/hustling (6.8) | |

{Probe to make sure that specific areas of training/education/skills; child care; transportation drug/alcohol problems and ill/handicap were answered specifically}

31. Did you have to arrange for childcare in order to work? What did you typically do?

- | | |
|---------------------------------|---------------------------------------------|
| _____ no- had no children (N/A) | _____ no- partner supported family |
| 5.7_ no- on public assistance | 2.9_ no- family supported me and children |
| 2.9_ no- left them at home | _____ no- only worked while child in school |
| 11.4_ no- did not have custody | 20_ no- not working |
| 42.9_ yes- others watched child | 8.6_ yes- arranged commercial daycare |
| 5.7_ other | |

32. What kinds of jobs have you ever had?

51.9% gave some answer _____ 44.4%_ no job ever

52. Where do you plan to go upon your release? {codes above} _____

Use these codes for 52.

- | | |
|-----------------------------------------|-------------------------------------------------------|
| 1. Lived alone 2.2% | 2. Lived with both parents 14.5% |
| 3. Lived with mother alone 19.6% | 4. Lived with mother and her spouse (not father) 8.7% |
| 5. Lived with mother & partner 3.6% | 6. Lived with father alone 5.0% |
| 7. Lived with father & wife .7% | 8. Lived with father and his partner .7% |
| 9. Lived with grandparents 8% | 10. Lived with other relatives 10% |
| 11. Lived with spouse/partner 2.9% | 12. Lived with friends/roommate 2.9% |
| 13. Had no permanent residence | 14. Homeless/on the streets |
| 15. Shelter | 16. Recovery home/other drug program |
| 17. Other Comm. Program (non-drug) 1.4% | 18. Other Juvenile Offender Program |
| 19. Work Furlough facility | 20. Out of state/with family .7% |
| 21. Anywhere but last place/Calif. | 22. Don't have a place to go |
| 23. Too soon to think about this 1.4% | 24. Don't know 2.2% |
| 25. Does not apply/no answer | 26. Same situation as before 10.1% |
| 27. Other 5.1% _____ | |

53. {for those with children} Do you plan to live with any of your children?

- | | |
|---------------------------------|-----------------------------------------------------|
| 80.0%__ yes-right away | 8.7%__ yes-but need to get settled first |
| 6.5__ no- can't get custody | ____ no- not in kids interest/ cannot care for them |
| 4.3__ no-kids in good situation | ____ no- kids grown/ no children |
| ____ don't know/too soon | |

60. {If any parent/guardian incarcerated ask:} Was this while growing up/in their care?

50%_yes {if yes, ask which ones: use codes to indicate who} _____

50%_no

****of the guardians listed (n=68)**

60.3% father

33.8% mother

2.9% other guardian

1.5% brother

1.5% other relative

61. How did your family's involvement with the Criminal Justice system affect your life?
{write clearly}

42.6% no affect (n=69)

57.4% yes- affect (n=93)

****percent below = of those reporting an affect**

69 it didn't affect my life

5 (5.4%) family member was crime partner

9 (9.7%) I wasn't able to know them

6 (6.5%) I felt unloved, abandoned

11 (11.8%) I admired them, wanted to be like them

7 (7.5%) It made me sad, angry

15 (16.1%) I was surrounded by crime, drugs, gangs

4 (4.3%) when they were arrested, I started getting into trouble

6 (6.5%) It was a way of life

5 (5.4%) I learned different morals and values because of it

4 (4.3%) Put into placement home because of it

2 (2.2%) Other family members shoved it in my face

3 (3.2%) I was left on my own because of it

2 (2.2%) My parents are bad role models

2 (2.2%) Custodial parent had no control in home because of it

2 (2.2%) They should have been there to raise me right

1 (1.1%) It made me the way I am

4 (4.3%) I turned to the gang because of it

2 (2.2%) I remember visiting them

6 (6.5%) Other

Juvenile history/justice system questions :

{Now I'd like to ask you some questions about your own past in the juvenile history and justice system}

**68. Are you a juvenile court or criminal court commitment? of 159 responding
85.5%_juvenile court 14.5%_criminal court**

For the following, ask yes or no and number of times:#: range, mean, mode reported here

**69. Were you ever declared a status offender?
45.7%_yes 53.7%_no range- 0-50; mean- 3.4658; mode- 0 (1 for those saying yes)**

**70. Were you ever declared a ward of the court?
72.2%_yes 27.8%_no range- 0-13; mean- 1.6646; mode- 1**

**71. Did you ever live in a foster home?
35.8%_yes 64.2%_no range- 0-35; mean- 1.4691; mode- 0 (1 for those saying yes)**

**72. Did you ever live in a group home?
50.6%_yes 49.4%_no range- 0-60; mean- 2.4136; mode- 0 (1 for those saying yes)**

**73. Were you ever on probation as a juvenile?
29.6%_yes 70.4%_no range- 0-20; mean- 1.6296; mode- 1**

**74. Have you ever served time in juvenile hall longer than a day?
89.5%_yes 10.5%_no range 0-50; mean 5.1790; mode- 1**

**75. a) Did you ever serve time in CA Youth Authority prior to this term?
8.6%_yes 91.4%_no range 0-12; mean .1852; mode 0 (1 for those saying yes)**

**b) Did you ever serve time in any other juvenile correctional facility in any other state?
6.1%_yes 92%_no range 0-3; mean .0926; mode 0 (1 for those saying yes)**

**76. Did you ever serve time in an adult jail?
25.3%_yes 74.7%_no range 0-4; mean .3580; mode 0 (1 for those saying yes)**

**77. Did you ever run away/ or leave home?
81.5%_yes 18.5%_no range 0-100; mean 7.821; mode 1**

78. As a juvenile, what was your most serious offense? (whether apprehended or not)

homicide	17	(10.5%)
voluntary manslaughter	2	(1.2%)
assault	19	(11.7%)
robbery	19	(11.7%)
motor vehicle violations	2	(1.2%)
burglary	7	(4.3%)
forgery	1	(.6%)
child abuse	1	(.6%)
kidnapping	3	(1.9%)
grand theft	1	(.6%)
grand theft auto	7	(4.3%)
fraud/check fraud	1	(.6%)
narcotics sales	1	(.6%)
car jacking	13	(8.0%)
other sexual	3	(1.9%)
attempted murder	8	(4.9%)
battery	1	(.6%)
drive-by shooting	11	(6.8%)
assault on peace officer	6	(3.7%)
runaway from corr. facility	2	(1.2%)
other property	1	(.6%)
making terrorist threats	1	(.6%)
torture	1	(.6%)
vandalism	1	(.6%)
aggravated mayhem	1	(.6%)
high speed chase	1	(.6%)
stabbed someone	11	(6.8%)
shot someone	5	(3.1%)
fighting/beat someone	2	(1.2%)
caused a miscarriage	3	(1.9%)
held someone hostage	1	(.6%)
inflicting great bodily harm	1	(.6%)
witnessed murder/accessory	2	(1.2%)
alcohol violations	1	(.6%)
other	2	(1.2%)
no response/declined	3	(1.9%)

Arrest and Sentence Information {Now I'm going to ask you some questions about your arrest and sentencing for this current Youth Authority term.}

81. Were you on probation or parole immediately prior to this arrest?

54.9%_ probation 6.8%_ parole .6%_ both 36.4%_ neither 1.2%_ DK-N/A

82. How many times have you been on parole, as a juvenile, all together? _____
range 0-4; mean .1543; mode 0 (1 for those saying yes)

83. Were you represented by legal counsel during this last trial?

5.9%_ no

80.9%_ yes-public defender/state-appointed

13.0%_ yes-private counsel

84. How were you sentenced this term?

84%_ New Commitment

4.9_ Parole Violator Only

_____ Diagnostic/Observation

9.3_ M case (adult commitment at CYA)

_____ F case (federal commitment at CYA)

1.9_ Other

_____ Don't Know

85.

a) What is the maximum amount of confinement time (sentence) that you received from court?

2.5%_ Parole Revocation {list term of sentence 1=9 mo.; 2= 12 mo.; 1= 18 mo. months}

_____ 6 months or less

.6_ less than 1 year

9.3_ 1 year to 2 years, 11 months

29.6_ 3 yrs to 5 yrs, 11 mths

36.4_ 6 yrs to 9 yrs, 11 mths

8.0_ 10 yrs to 14 yrs, 11 mths

1.2_ 15 yrs to 19 yrs, 11 mths

_____ 20 yrs to 29 yrs, 11 mths

_____ over 30 years

1.2_ 15 to life

.6_ 15+ - 20 to life

3.1_ 20+ - 30 to life

1.9_ 30+ and over to life

1.2_ life plus

.6_ 90-day OBS

1.2_ don't know

2.5_ Other _____

87. What offense were you arrested for the first time? _____

homicide	7	(4.3%)
voluntary manslaughter	1	(.6%)
assault	24	(14.8%)
robbery	14	(8.6%)
motor vehicle violations	1	(.6%)
weapons offense	8	(4.9%)
burglary	4	(2.5%)
forgery	2	(1.2%)
prostitution	1	(.6%)
kidnapping	4	(2.5%)
grand theft auto	12	(7.4%)
possession	1	(.6%)
narcotics sales	3	(1.9%)
other narcotics	1	(.6%)
car jacking	6	(3.7%)
attempted murder	3	(1.9%)
battery	1	(.6%)
drive-by shooting	1	(.6%)
assault on peace officer	2	(1.2%)
runaway from corr.facility	1	(.6%)
other property	23	(14.2%)
vandalism	7	(4.3%)
runaway	13	(8.0%)
aggravated mayhem	1	(.6%)
fighting/beating people up	2	(1.2%)
school problems	1	(.6%)
alcohol violations	4	(2.5%)
other	13	(8.0%)
no response/declined	1	(.6%)

Secondary Offenses n=86

violent crimes	18	(20.93%)
property crimes	8	(9.30%)
drug/alcohol crimes	2	(2.33%)
correctional violations (runaway from facility, assault on peace officer, prob/parole violation)	13	(15.12%)
weapons charges	26	(30.23%)
violence and weapons	6	(6.98%)
violence and property	5	(5.81%)
weapons and correctional	1	(1.16%)
drugs and correction	1	(1.16%)
weapons, drugs, correctional	1	(1.16%)
weapons and drugs	1	(1.16%)
violence, property, correctional	1	(1.16%)
violence, weapons, correctional	2	(2.33%)

Offense Categories n=162

violent	54	(33.3%)
property	18	(11.1%)
drugs/alcohol	6	(3.7%)
correctional .	13	(8.0%)
weapons	2	(1.2%)
violent and weapons	31	(19.1%)
violent and property	12	(7.4%)
violent and correctional	2	(1.2%)
weapons and correctional	1	(.6%)
property and drugs	1	(.6%)
violent, property, correctional	1	(.6%)
violent, weapons, correctional	5	(3.1%)
property and correctional	7	(4.3%)
drugs and weapons	1	(.6%)
violent, property, weapons	2	(1.2%)
correctional, drugs, weapons	2	(1.2%)

93. What were your reasons for committing the offense that got you here?

****percent below= out of 162**

to pay for drugs	11	(6.8%)
economic pressures	14	(8.6%)
poor judgement	14	(8.6%)
to protect self/family	10	(6.2%)
intoxicated or high	22	(13.6%)
pressured by friend	13	(8.0%)
helping a friend	5	(6.1%)
anger	21	(13.0%)
fear	1	(.6%)
to escape abuse	6	(3.7%)
desperation	2	(1.2%)
gambling		
to get attention	2	(1.2%)
greed	5	(3.1%)
revenge	18	(11.1%)
claim innocence	3	(1.9%)
ignorance of the law		
drug deal gone bad		
running the streets	10	(6.2%)
took rap for other(s)	5	(3.1%)
wouldn't inform on perpetrator		
no response		
gang related	11	(6.8%)
I was bored	5	(3.1%)
to prove myself/ get respect	7	(4.3%)
didn't want to be in placement/ to be with friends,fmly,chld	14	(8.6%)
it was fun	6	(3.7%)
I didn't care what I did	3	(1.9%)
went along with other people	3	(1.9%)
jealousy	2	(1.2%)
to get away from the gang/the life	2	(1.2%)
mentally unstable	3	(1.9%)
wanted to get high/drunken	2	(1.2%)
looking for emotional fulfillment	3	(1.9%)
wanted/needed a car	3	(1.9%)
I felt like it	2	(1.2%)
rebellion	1	(.6%)
challenge/didn't think I'd get caught	2	(1.2%)
accident/wrong person	2	(1.2%)
to feel powerful	1	(.6%)
other	5	(3.1%)

100. Where are your children now living? {All fathers=child's father}
{Numbers refer to each child- Refer to #96}

Use these codes:

1. spouse/partner who is child's father 21.4%
2. child's father (not in relationship with you) 4.8% child 1; 33.3% child 2
4. your (R's) mother 35.7% child 1; 33.3% child 2
5. your (R's) father 2.4%
6. child's father's mother 7.1% child 1; 33.3% child 2
8. your/father's grandparent (s) 2.4%
9. your relatives 19.0%
12. foster parents 7.2%

101. How far away from this facility does your child {who lives the farthest} live? {ask approximate miles--GET SPECIFIC MILES (not a place) so help calculate if needed}
range 30-700 miles

100 & less- 22.6%

101-150- 16.1

151-200- 12.9

201-250- 3.2

251-300- 9.7

over 300-- 35.5%

102. Did any of your children witness your arrest? 23.8%_Yes 76.2%_No

103. When you were first arrested, what happened to your child(ren)?

15.0%_ police allowed me to make arrangements with partner/family

7.5 _ police allowed me to make arrangements with friends

_____ children were taken to police station with me

5.0 _ CPS/social worker took them

20.0 _ they were already in others' custody

7.5 _ children didn't live with me

_____ don't know

20.0 _ other _____

17.5 _ N/A

104. Did you have problems keeping in contact with your children while you were in juvenile hall? of the 33 that responded

36.4%_ yes 63.6_ no: no problems or did not want to contact

_____ N/A: no children

105. What kinds of problems? {list/paraphrase}

- | | |
|------------------------------------------|----------------------------------------------------|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | |
| 11. never since this incarceration | |
| 99. Not applicable to me | |

108. Since you have been here, how often do you write letters to your children? _____

Response 1= 20.0%

2= 27.5

3= 12.5

5= 12.5

7= 2.5

9= 5.0

10= 10.0

11= 10.0

109. Since you have been here, how often do you have regular visits with your children? _____

Response 1= 2.4%

2= 7.3

3= 12.2

4= 2.4

5= 7.3

6= 12.2

7= 2.4

8= 2.4

9= 4.9

10= 7.3

11= 36.6

14= 2.4

For this section-- the following codes should be used:

- | | |
|------------------------------------------|----------------------------------------------------|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2. 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | 99. Not applicable to me |
| 11. never since this incarceration | |

113. Since you have been here, how often do you call your partner? _____

Response 1= 20.0
 2= 30.0
 3= 5.0
 5= 3.3
 10= 5.0
 11= 21.7
 12= 1.7
 17= 3.3
 19= 10.0

114. Since you have been here, how often do you receive letters from your partner? _____

Response 1= 14.8%
 2= 36.1
 3= 14.8
 4= 4.9
 5= 6.6
 7= 1.6
 9= 1.6
 10= 4.9
 11= 11.5
 17= 3.3

115. Since you have been here, how often do you write letters to your partner? _____

Response 1= 23.0%
 2= 32.8
 3= 16.4
 4= 4.9
 5= 6.6
 10= 6.6
 11= 6.6
 17= 3.3

For this section-- the following codes should be used:

- | | |
|------------------------------------------|----------------------------------------------------|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2. 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | 99. Not applicable to me |
| 11. never since this incarceration | |

118. Since you have been here, how often do you receive letters from your other family members/ friends?

Response 1= 14.7%
 2= 30.1
 3= 18.6
 4= 6.4
 5= 9.6
 6= 4.5
 7= 1.3
 8= .6
 9= .6
 10= 7.1
 11= 5.8

119. Since you have been here, how often do you have regular visits with your other family?

Response 1= .6%
 2= 5.7
 3= 23.3
 5= 7.5
 6= 5.0
 7= 4.4
 8= 4.4
 9= 4.4
 10= 10.1
 11= 29.6
 12= .6
 14= .6
 16= .6
 17= .6

124. Have you ever given birth in jail/prison? 5.6% of sample yes ___ no ___ never pg

125. What happened to your baby? {If more than one, list all} _____

****23 responded**

1. ward's mother took custody 26.1%
2. baby's father took custody 13.0
3. baby's father's mother took custody
4. other partner took custody
5. other relative took custody 13.0
6. CPS/other county/state agency took custody 4.3
7. baby didn't live 8.7
8. don't know
9. other 34.8
99. N/A

126. Have you ever miscarried in a juvenile facility, jail or prison? 86% of sample responded- of these

89.3%_ Never 8.6%_ Previously 1.4_ This term .7_ Don't know

127. {For those pregnant} Did you receive any of the following services while pregnant in jail or prison? Were these services adequate to your needs?

USE THESE CODES

1. had service/program and it was adequate
2. had service/program and it was Inadequate
3. Never had service
99. Not applicable

_____ parenting classes 16 responded; of these, 50%=1; 6.3%=2; 43.8%=3

_____ Pre-natal classes

_____ Pre-natal health care 23 responded; of these, 69.6%= 1; 30.4%=2;

_____ none

_____ other _____

_____ never pregnant in jail or prison

Now I would like to ask some questions about HIV and AIDS.

128. Have you ever been tested for HIV/AIDS? 82.7%_Yes 16.7%_No

129. Would you like to be tested at this institution? 75.3%_Yes 24.1%_No

130. Would you be interested in AIDS/HIV education and counseling?

72.8% yes; 23.5% no

131. Do you have any comments about this?

___ yes ___ no If yes, list briefly:

137. Can you tell me all the people who may have hurt you? _____ {abuser codes}
40% of these boyfriend; 20% spouse or partner; 40% other

Sexual abuse (not assault)/ under 18

138. Have you ever been sexually abused...as a child? 45.7%_Yes 54.3%_No
{if yes, ask Q139}

139. How often did this occur? _____ {frequency code}
21% of these response 1; 23% response 2; 56% response 3.

Use these codes for frequency:

1. a one time event
2. more than once but not an ongoing, recurrent event
3. an on-going, recurrent event
99. N/A

140. Can you tell me all the people who may have sexually abused you? _____ {abuser codes}

Use these codes for abuser/perpetrator: percentage= percent of abusers reported

- | | |
|--------------------------------|--------------------------------------------------------|
| 1. father 13% | 2. step-father 7% |
| 3. mother's boyfriend 9% | 4. your boyfriend 4% |
| 5. spouse/partner 1% | 6. other male relatives (not incl. brother) 26% |
| 7. brother 4% | 8. sister |
| 9. step-brother 2% | 10. step-sister |
| 11. sibling's peers 3% | 12. your peers-includes gang peer 9% |
| 13. family friend/neighbor 12% | 14. authority figure (teacher, minister/priest etc) 2% |
| 15. stranger 4% | 16. customers of prostitutes--tricks |
| 17. pimps 1% | 18. your mother 1% |
| 19. your stepmother | 20. any female relatives 1% |
| 21. anyone else 4% | |
| 22. didn't know who they were | 99. N/A |

Sexual abuse (not assault)/ over 18

141. Have you ever been sexually abused as an adult? (since age 18)
1.2%_Yes 98.8%_No
{if yes, ask Q 142}

142. How often did this occur? _____ {frequency code}
1 (50%)= response 1; 1 (50%)= response 3

143. Can you tell me all the people who may have sexually abused you? _____ {abuser codes}
1= boyfriend; 1= other

149. Can you tell me all the people who may have emotionally abused you? _____ {abuser codes}

- | | |
|-------------------------------|-----------------------------------------------------|
| 1. father 20% | 2. step-father 8% |
| 3. mother's boyfriend | 4. your boyfriend 8% |
| 5. spouse/partner 8% | 6. other male relatives (not incl. brother) 4% |
| 7. brother | 8. sister |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers | 12. your peers-includes gang peer 12% |
| 13. family friend/neighbor | 14. authority figure (teacher, minister/priest etc) |
| 15. stranger | 16. customers of prostitutes--tricks |
| 17. pimps | 18. your mother 32% |
| 19. your stepmother | 20. any female relatives |
| 21. anyone else 8% _____ | |
| 22. didn't know who they were | 99. N/A |

Sexual assault/ under 18

150. Have you ever been sexually assaulted {using violence} as a child?
34.6%_Yes 65.4%_No {if yes, ask Q151}

151. How often did this occur? _____ {frequency code}
response 1= 58.2%; 2= 29.1%; 3=12.7%

Use these codes for frequency:

1. a one time event
2. more than once but not an ongoing, recurrent event
3. an on-going, recurrent event
99. N/A

152. Can you tell me all the people who may have sexually assaulted you? _____ {abuser codes}

Use these codes for abuser/perpetrator:

- | | |
|-------------------------------|--------------------------------------------------------|
| 1. father 3% | 2. step-father 1% |
| 3. mother's boyfriend 4% | 4. your boyfriend 12% |
| 5. spouse/partner | 6. other male relatives (not incl. brother) 6% |
| 7. brother | 8. sister |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers 6% | 12. your peers includes gang peer 25% |
| 13. family friend/neighbor 9% | 14. authority figure (teacher, minister/priest etc) 3% |
| 15. stranger 24% | 16. customers of prostitutes--tricks |
| 17. pimps 1% | 18. your mother |
| 19. your stepmother | 20. any female relatives |
| 21. anyone else 4% _____ | |
| 22. didn't know who they were | 99. N/A |

Drug Use History {Now I would like to ask you some general questions about your drug and alcohol use in the past. Remember that none of these answers will be reported to any staff here at the Ventura School or any other authorities. All your responses are confidential and will be used to plan programs for young women like you. }

(Q. number 160 is omitted)

161. Have you ever used alcohol? **95.6%-Yes 4.4- No**

Was alcohol use ever a problem in your life? **30.6- Yes 69.4- No**

Did you drink alcohol the last year you were free? **76.9- Yes 23.1-No**

If so, how often? _____ (see codes) ****of those reporting use last year free**

1. *Twice a day or more* **16.67%**
2. *Daily or almost daily* **33.33**
3. *3-5 times a week* **6.35**
4. *Once or twice a week* **12.70**
5. *Once every 2-3 weeks* **2.38**
6. *Every month or two* **6.35**
7. *Less than once every 3-4 mnths* **3.17**
8. *Week-ends* **5.56**
9. *Occasional/sporadic* **13.49**
10. *Binge Pattern*
11. *Never*
99. *N/A*

162. Have you ever used marijuana? **90.7-Yes 9.3-No**

Was marijuana ever a problem in your life? **19.4-Yes 80.6-No**

Did you use marijuana the last year you were free? **72.0-Yes 28.0-No**

If so, how often? _____ (see codes) **** of those reporting use last year free**

1. *Twice a day or more* **20.51%**
2. *Daily or almost daily* **28.21**
3. *3-5 times a week* **11.97**
4. *Once or twice a week* **11.97**
5. *Once every 2-3 weeks* **4.27**
6. *Every month or two* **2.56**
7. *Less than once every 3-4 mnths* **3.42**
8. *Week-ends* **2.56**
9. *Occasional/sporadic* **14.53**
10. *Binge Pattern*
11. *Never*
99. *N/A*

Did you ever drink alcohol while using marijuana? **63.1-Yes 36.9-No**

165. Have you ever used amphetamines/speed/crank? 56.5-Yes 43.5-No
 Were amphetamines/speed/crank ever a problem in your life? 35.4-Yes 64.4-No
 Did you use amph/speed/crank the last year you were free? 47.8-Yes 52.2-No
 If so, how often? _____ (see codes) **of those reporting use last year free

1. *Twice a day or more* 33.33%
2. *Daily or almost daily* 30.67
3. *3-5 times a week* 5.33
4. *Once or twice a week* 2.67
5. *Once every 2-3 weeks* 2.67
6. *Every month or two* 4.0
7. *Less than once every 3-4 mnths*
8. *Week-ends* 2.67
9. *Occasional/sporadic* 14.67
10. *Binge Pattern* 4.0
11. *Never*
99. *N/A*

Did you ever drink alcohol while using amphetamines? 31.7-Yes 68.3-No

166. Have you ever used sniffed glue or other inhalants? 32.3-Yes 67.7-No
 Were inhalants ever a problem in your life? 4.3-Yes 95.7-No
 Did you use inhalants the last year you were free? 8.7-Yes 91.3-No
 If so, how often? _____ (see codes) **of those reporting use last year free

1. *Twice a day or more*
2. *Daily or almost daily*
3. *3-5 times a week*
4. *Once or twice a week* 5.89
5. *Once every 2-3 weeks* 17.65
6. *Every month or two* 5.89
7. *Less than once every 3-4 mnths* 5.89
8. *Week-ends*
9. *Occasional/sporadic* 58.82
10. *Binge Pattern*
11. *Never* 5.89
99. *N/A*

Did you ever drink alcohol while using inhalants? 6.9-Yes 93.1-No

169. Have you ever used crack? 23.6-Yes 76.4-No

Was crack ever a problem in your life? 11.9-Yes 88.1-No

Did you use crack the last year you were free? 16.4-Yes 83.6-No

If so, how often? _____ (see codes) ** of those reporting use last year free

1. *Twice a day or more* 29.63%

2. *Daily or almost daily* 37.04

3. *3-5 times a week*

4. *Once or twice a week* 11.76

5. *Once every 2-3 weeks*

6. *Every month or two* 5.88

7. *Less than once every 3-4 mnths*

8. *Week-ends* 11.76

9. *Occasional/sporadic* 23.53

10. *Binge Pattern*

11. *Never*

99. *N/A*

Did you ever drink alcohol while using crack? 12.0-Yes 88.0-No

170. Have you ever used LSD-other hallucinogens? 34.2-Yes 65.8-No

Was LSD ever a problem in your life? 9.4-Yes 90.6-No

Did you use LSD the last year you were free? 17.5-Yes 82.5-No

If so, how often? _____ (see codes) ** of those reporting use last year free

1. *Twice a day or more*

2. *Daily or almost daily* 12.9%

3. *3-5 times a week*

4. *Once or twice a week* 22.58

5. *Once every 2-3 weeks* 9.68

6. *Every month or two* 12.9

7. *Less than once every 3-4 mnths*

8. *Week-ends* 3.23

9. *Occasional/sporadic* 32.26

10. *Binge Pattern* 6.45

11. *Never*

99. *N/A*

Did you ever drink alcohol while using hallucinogens? 10.7-Yes 89.3-No

174. How old were you when you first drank alcohol? _____ never drank
range= 0-17; mean= 10.95 ; mode= 12

175. How old were you when you first used drugs? _____ never used drugs
range= 0-17; mean=12.422 ; mode= 12

176. Have you ever used a needle to inject drugs?
11.11%-yes 84.0-no 4.9-never used drugs _____ don't know

177. Would you be interested in participating in a drug/alcohol program while you are locked up?

68.5%-yes 28.4-no 3.1-never used drugs _____ don't know

178. Would you be interested in participating in a drug/alcohol program once you are released?

55.6%-yes 39.5-no 3.1-never used drugs 1.9-don't know

179. Have you ever participated in any treatment programs for drugs or alcohol?

68.5%-yes 31.5-no {if yes, ask:} which programs?

Use these codes:

1. In any correctional facility

2. In the community

1=1.9%; 2=1.2%-Alcohol Detox

1=26.5%; 2=14.2%; both=11.7%-Peer counseling - Self Help, AA, NA, CA etc

1= 1.2%-Alcohol Abuse education only

1=1.9%; 2=3.1%; both=.6%-Professionally lead group therapy - outpatient; drug free

1=1.2%; 2=.6%-Professionally lead individual therapy - private physician

1=.6%; 2=6.8%-Residential; hospital

1=.6%; 2=4.3%-Residential: recovery home

1=17.3%; 2=.6%; both=.6%-Drug education only

00%-Methadone maintenance

00%-Methadone Detox

00%-Other drug Detox

00%-Other drug maintenance

1=.6%; 2=3.1%-Probation sponsored

1=.6%; 2=.6%- Parole sponsored

1=3.1%; 2=.6%-CDC program

00%-Religious based programs

00%-Use of Antabuse/Naltrax

00%-Therapeutic community

1=4.9%; 2=1.2%; both=.6%-Other _____

Life Inside/ Correctional Program Questions {Now I want to ask you some questions about your life and how you spend your time here}

181. Which programs (other than a job) do you participate in? *{Mark all that apply}*

****responses= out of 162**

92.6%- Educational/Academic

8.6%- Vocational

List course _____

7.4%- Work Experience

List course _____

7.4%- Free Venture

4.3%- TWA

1.9%- Gold Coast

1.9%- Other _____

28.4%- Formalized Drug Program

13.0%- Informal Substance Abuse Programs (list: _____)

4.9%- Success Seminar

21.6%- Group Therapy

24.7%- Individual Therapy

6.8%- Physical Abuse Counseling

12.3%- Sexual Abuse Counseling

3.7%- Birthing Service

33.3%- Gang Awareness

6.8%- 187 Group

35.2%- Anger Management

22.2%- Parenting Program

31.5%- Religious Groups

21.0%- Recerational Programs

12.3%- Hobby-- arts/crafts/music

38.3%- Other

182. Which of these programs has been helpful/beneficial to you?
{open-ended}

183. What programs would you like to see here?

190. How were you assigned to your current program?

27.2%- own request/desire	30.2%- counselor/team assignment
.6%- only program available	_____ medical reasons
_____ custody reasons	_____ disciplinary reasons
12.3%- not yet assigned	1.2%- don't know
21.6%- other _____	6.8%- missing

191. Where do you spend the bulk of your free time during the daytime here?

63%- in my room	9.9%- in the day room
3.7%- in the unit	6.8%- on the field
_____ in the library	_____ at hobby craft
_____ in the gym	.6%- the chapel
.6%- no one place	6.2%- other _____
9.3%- missing	

192. Where do you spend the bulk of your free time during the evenings here?

59.9%- in my room	16.0%- in the day room
4.3%- in the unit	3.7%- on the field
_____ in the library	_____ at hobby craft
_____ in the gym	.6%- the chapel
.6%- no one place	3.7%- other _____
11.1%- missing	

193. Where do you spend the bulk of your free time during the weekends here?

45.1%- in my room	11.7%- in the day room
1.9%- in the unit	16.0%- on the field
_____ in the library	_____ at hobby craft
_____ in the gym	3.7%- the chapel
1.9%- no one place	4.3%- other _____
15.4%- missing	

194. Do you shop (go to the canteen?) 80.2%-Yes 16.7%-No 1.9%-Not available

195. Do you spend the full amount for your canteen?

38.3%-Yes	31.8%-No (less than full amount)	6.5%-Not available
13.0%-sometimes, not always	10.4%-never shop	

Appendix C Revised Survey

Profiling the Needs of Youthful Female Offenders

Survey Instrument
revised draft
5/97

by
Barbara Owen, Ph.D.
Department of Criminology
California State University, Fresno
and
Barbara Bloom, Ph.D.
Department of Criminal Justice Administration
Sonoma State University

Today's date: month____/day____/year____

case number # _____

Interviewer _____

Demographics and Educational Background:

{First, I'm going to ask you some questions about your background and education.}

1. How do you describe your race and ethnic origin?

<input type="checkbox"/> White, not Hispanic	<input type="checkbox"/> White and Hispanic Mixed
<input type="checkbox"/> Black, not Hispanic	<input type="checkbox"/> Black and Hispanic Mixed
<input type="checkbox"/> Hispanic	<input type="checkbox"/> Black and White Mixed
<input type="checkbox"/> Asian	<input type="checkbox"/> Other Mixed _____
<input type="checkbox"/> Native American	
<input type="checkbox"/> Other _____	

{if necessary: ask, "What group do you identify with mostly?"}

2. What was your age at your last birthday? _____

3. What is your date of birth? M _____ D _____ Y _____

4. What is your marital status?

<input type="checkbox"/> Never Married	<input type="checkbox"/> Married	<input type="checkbox"/> Separated
<input type="checkbox"/> Divorced	<input type="checkbox"/> Widowed	<input type="checkbox"/> Common-law
<input type="checkbox"/> Other _____		

5. What is your parents' marital status? (if necessary: who you lived with most growing up)

<input type="checkbox"/> Never Married	<input type="checkbox"/> Married	<input type="checkbox"/> Separated
<input type="checkbox"/> Divorced	<input type="checkbox"/> Widowed	<input type="checkbox"/> Common-law
<input type="checkbox"/> Other _____		

6. What is your current religious preference?

<input type="checkbox"/> Muslim	<input type="checkbox"/> Jewish	<input type="checkbox"/> Catholic
<input type="checkbox"/> Protestant	<input type="checkbox"/> Buddhist/other	<input type="checkbox"/> agnostic
<input type="checkbox"/> atheist	<input type="checkbox"/> no preference	<input type="checkbox"/> other (list)

7. What religion were you raised in?

<input type="checkbox"/> Muslim	<input type="checkbox"/> Jewish	<input type="checkbox"/> Catholic
<input type="checkbox"/> Protestant	<input type="checkbox"/> Buddhist/other	<input type="checkbox"/> agnostic
<input type="checkbox"/> atheist	<input type="checkbox"/> no preference	<input type="checkbox"/> other (list)
<input type="checkbox"/> don't know		

11. {for those not finishing high school, quitting while on the streets}, what was your reason for quitting?

a) _____ most important reason

{go to Q15}

Use these codes

- | | | |
|---------------------------------------------------|-----------------------------------|-----------------------------|
| 1. I didn't belong | 2. I was pregnant | 3. I was bored |
| 4. I started to work | 5. Not living at home/left home | 6. Drug/alcohol use |
| 7. Expelled/kicked out | 8. Started to cut & didn't return | 9. Didn't care |
| 10. School was too hard | 11. Took GED test/passed | 12. Gang activities |
| 13. Fighting with others | 14. Involved in criminal activ. | 15. Taking care of siblings |
| 16. Was in juvenile hall and not attending school | | 17. Other _____ |
| 18. Not applicable to me | | |
| 99. Didn't quit | | |

b) Any other reasons? _____ coded
open-ended:

12. If you were to continue your education beyond high school level, would you consider college level classes or vocational school?

- _____ college level {go to # 13}
_____ vocational {go to # 14}
_____ won't continue {go to # 15}

13. If you were to go to college, what do you think you would study? _____ {mark one only}

Use these codes

- | | | |
|------------------------|---------------------------|-------------------------|
| 1. General education | 2. Business or management | 3. English/literature |
| 4. Education | 5. Social sciences | 6. Psychology |
| 7. Agriculture | 8. Natural sciences | 9. Computer sciences |
| 10. Arts/Music | 11. Philosophy, Theology | 12. Protective services |
| 13. Nursing/Pre-med | 14. Physical education | 15. Don't know yet |
| 16. Other _____ | | |
| 99. No college planned | | |

Work History {Now I'm going to ask you some questions about your work history}

17. During the year before you came here, did you support yourself financially, or did your parent(s) support you?

{if R states she was in any type of facility or program before this facility, ask "last time free".}

- ☐ Parent(s) supported
☐ Self supported
☐ Some combination

18. What source(s) of income were involved in supporting you?

{Ask question first and then go over categories and write code number}

Use these codes:

☐ Any legitimate source such as:

- ☐ parent(s) ☐ self ☐ parent(s) and self 1. *working at a legitimate job/business*
☐ parent(s) ☐ self ☐ parent(s) and self 2. *supplemental security income*
☐ parent(s) ☐ self ☐ parent(s) and self 3. *(SSI, welfare or other public assistance)*
☐ parent(s) ☐ self ☐ parent(s) and self 4. *unemployment compensation because of layoffs/fired*
☐ parent(s) ☐ self ☐ parent(s) and self 5. *spouse, family or friends (legitimate)*

☐ Any illegal source such as:

- ☐ parent(s) ☐ self ☐ parent(s) and self 6. *welfare fraud*
☐ parent(s) ☐ self ☐ parent(s) and self 7. *prostitution*
☐ parent(s) ☐ self ☐ parent(s) and self 8. *drug dealing/ sales*
☐ parent(s) ☐ self ☐ parent(s) and self 9. *shoplifting, fencing or other hustling*
☐ parent(s) ☐ self ☐ parent(s) and self 10. *spouse, family or friends (illegitimate)*
☐ parent(s) ☐ self ☐ parent(s) and self 12. *crime other than ones above*
☐ parent(s) ☐ self ☐ parent(s) and self 13. *any other illegal source*

list:

19. Have you ever been involved in making money through prostitution of any kind?

☐ yes ☐ no

20. If you supported yourself, was money ever a problem for you?

- ☐ yes, sometimes
☐ yes, all the time
☐ no, never
☐ N/A: parents supported

29.

a) Did you receive any public assistance in the last year on the streets?

___ Yes ___ No

b) Did your family receive any public assistance in the last year on the streets?

___ Yes ___ No ___ N/A- wasn't with family ___ Don't Know

30. Including the jobs you just told me about, what two jobs are you the most skilled or trained to do?

_____ have no training

31. {For those with work histories}, where did you learn how to do these jobs?
{code for most important, most skilled job}

___ Have no training

___ High school/College

___ Vocational or tech school

___ US military

___ On-the-job training

___ Correctional facility

___ Family/friends

___ Other _____

32. Are you planning to work when you are released?

___ yes ___ no {if no} because {write very clearly}:

33. {For those planning to work} What kind of job do you want when you are released?

___ not planning to work

34. What do you need to increase your chances of getting the kind of job you want?

___ most important

1. More education

2. More experience

3. English skills

4. Dental work

5. Help in self-presentation(grooming,application,interview)

6. More technical training

7. None, fully qualified

8. Won't be working

9. other: _____

35. Do you think these things are available here? ___ Yes ___ No ___ DK ___ N/A

36. What kind of additional work programs would you like to see here to help yourself?

Living Situation questions {Now I'm going to ask you some questions about your living situation in the year before this commitment.}

39. Right before you were arrested for this term, where and with whom did you live? _____

Use these codes for 39 and 45.

- | | |
|-------------------------------------|--------------------------------------------------|
| 1. Lived alone | 2. Lived with both parents |
| 3. Lived with mother alone | 4. Lived with mother and her spouse (not father) |
| 5. Lived with mother & partner | 6. Lived with father alone |
| 7. Lived with father & wife | 8. Lived with father and his partner |
| 9. Lived with grandparents | 10. Lived with other relatives |
| 11. Lived with spouse/partner | 12. Lived with friends/roommate |
| 13. Had no permanent residence | 14. Homeless/on the streets |
| 15. Shelter | 16. Recovery home/other drug program |
| 17. Other Comm. Program (non-drug) | 18. On the run |
| 19. Other Juvenile Offender Program | 20. Work Furlough facility |
| 21. Out of state/with family | 22. Anywhere but last place/Calif. |
| 23. Don't have a place to go | 24. Too soon to think about this |
| 25. Don't know | 26. Does not apply/no answer |
| 27. Same situation as before | 28. Other _____ |

40. Do you have children? ____ Yes ____ No
(note that we may ask more questions about children later)

41. Were any of your children living with you in the place you just told me about?
____ yes-- all of them ____ yes--some of them ____ no-- kids somewhere else
____ N/A- no children ____ don't know

42. Was this typical of your living situation before your arrest? ____ Yes ____ No

43. Do you plan to return to this living situation {on your release}?
____ Yes ____ No ____ Too soon to think about it ____ Don't know

44. How will this living situation effect your chances for staying out of trouble?
____ negatively ____ positively ____ N/A- not returning to same place

45. Where do you plan to go upon your release? {codes above} _____

46. {for those with children} Do you plan to live with any of your children?
____ yes-right away ____ yes-but need to get settled first
____ no- can't get custody ____ no- not in kids interest/ cannot care for them
____ no-kids in good situation ____ don't know/too soon
____ N/A no children

56. Is there anyone you consider your spouse or partner from the streets?

☐ yes

☐ no

{includes ex- as well--if NO go to next section Q #62}

57. Has your partner/spouse ever been incarcerated?

☐ yes

☐ no

☐ N/A- no spouse/partner

58. Is former/current partner/spouse now incarcerated?

☐ yes

☐ no

☐ N/A- no spouse/partner

59. Is {he/she} incarcerated because of something related to your offense?

☐ yes

☐ no

☐ N/A- not incarcerated

☐ N/A- no spouse/partner

60. Is {he/she} incarcerated because of any offense against you?

☐ yes

☐ no

☐ N/A- not incarcerated

☐ N/A- no spouse/partner

{for those with children...}

61. Is {he/she} incarcerated because of any offense against your children?

☐ yes

☐ no

☐ N/A- no children

☐ N/A- no spouse/partner

73. How old were you when you first started getting into trouble? _____

74. How old were you the first time you were arrested? _____

75. What offense were you arrested for the first time? _____

- | | | |
|-----------------------------------------------|-----------------------------------------|-------------------------------|
| 1. homicide | 2. voluntary manslaughter | 3. assault |
| 4. robbery | 5. motor vehicle violations | 6. DUI |
| 7. weapons offense | 8. burglary | 9. forgery |
| 10. welfare fraud | 11. prostitution | 12. child abuse or child case |
| 13. child endangerment | 14. child homicide | 15. involuntary manslaughter |
| 16. kidnapping | 17. grand theft | 18. grand theft/auto |
| 19. petty theft with a prior | 20. fraud/check fraud | 21. embezzlement |
| 22. possession | 23. narcotics sales | 24. other narcotics |
| 25. car jacking | 26. sexual assault | 27. other sexual |
| 28. parole violation | 29. probation violation | 30. attempted murder |
| 31. battery | 32. drive-by shooting | 33. giving false info |
| 34. resisting arrest | 35. assault on peace officer/corr staff | |
| 36. runaway from corr. fac./placement failure | | 37. other property |
| 38. influencing a minor | 39. making terrorist threats | 40. torture |
| 41. vandalism | 42. extortion | 43. arson |
| 44. runaway | 45. aggravated mayhem | 46. high speed chase |
| 47. stabbed someone | 48. shot someone | 49. fighting/ beat people up |
| 50. caused a miscarriage | 51. school problems | 52. held someone hostage |
| 53. inflicting great bodily harm | 54. witnessed murder/accessory | 55. alcohol violations |
| 56. other _____ | | |
| 57. no response/declined | | |

76. As a juvenile, what was your most serious offense? (whether apprehended or not)
{use codes listed above} _____

77. Can you describe for me some of the reasons that you think you started getting involved in these things that you have just told me about? {Write very clearly and probe for running away, juvenile offending life and gang life}

Arrest and Sentence Information {Now I'm going to ask you some questions about your arrest and sentencing for this offense that you are locked-up for.}

79. Were you on probation or parole immediately prior to this arrest?

☐ probation ☐ parole ☐ both ☐ neither ☐ DK-N/A

80. Are you/ were you represented by legal counsel for this offense?

☐ no
☐ yes-public defender/state-appointed
☐ yes-private counsel

81. Have you been sentenced for this offense?

(these will vary by jurisdiction)

☐ New Commitment
☐ Parole Violator Only
☐ Diagnostic/Observation
☐ Other
☐ Don't Know

82.

a) What is the maximum amount of confinement time (sentence) that you received from court?

☐ Parole Revocation {list term of sentence _____ months}
☐ 6 months or less
☐ less than 1 year
☐ 1 year to 2 years, 11 months
☐ 3 yrs to 5 yrs, 11 mths
☐ 6 yrs to 9 yrs, 11 mths
☐ 10 yrs to 14 yrs, 11 mths
☐ 15 yrs to 19 yrs, 11 mths
☐ 20 yrs to 29 yrs, 11 mths
☐ over 30 years
☐ 15 to life
☐ 15+ - 20 to life
☐ 20+ - 30 to life
☐ 30+ and over to life
☐ life plus
☐ 90-day OBS
☐ don't know
☐ Other _____

47. stabbed someone 48. shot someone 49. fighting/ beat people up
 50. caused a miscarriage 51. school problems 52. held someone hostage
 53. inflicting great bodily harm 54. witnessed murder/accessory 55. alcohol violations
 56. other _____
 57. no response/declined

* If homicide, ask victim: _____ (relationship-- NOT NAME)

84. Do you have co-defendants? {ask gender if R does not mention}

- ____ yes- male (# ____)
 ____ yes-female (# ____)
 ____ yes- male and female (#M ____ #F ____)
 ____ no

85. Is/are this person/they serving time for this offense?

- ____ yes, all
 ____ yes, some (#M ____ #F ____)
 ____ none
 ____ N/A no co-defendants

86. {If yes} Longer or shorter than your term?

- ____ longer (#M ____ #F ____)
 ____ shorter (#M ____ #F ____)
 ____ same (#M ____ #F ____)
 ____ don't know
 ____ N/A not serving time
 ____ N/A no co-defendants

Now I would like to ask some questions about HIV and AIDS.

91. Have you ever been tested for HIV/AIDS? ☐ Yes ☐ No

92. Would you like to be tested at this institution? ☐ Yes ☐ No

93. Would you be interested in AIDS/HIV education and counseling?
☐ Yes ☐ No

94. Do you have any comments about this?

☐ yes ☐ no If yes, list briefly:

Sexual abuse (not assault)

97. Have you ever been sexually abused/molested...as a child? ____ Yes ____ No

98. Can you tell me all of the people who molested you and how often this occurred? {list for as many abusers as necessary; space given for three abusers}

____ {abuser code} ____ {frequency code}
____ {abuser code} ____ {frequency code}
____ {abuser code} ____ {frequency code}

Sexual assault

99. Have you ever been sexually assaulted {using violence} as a child?
____ Yes ____ No

100. Can you tell me all of the people who sexually assaulted you and how often this occurred? {list for as many abusers as necessary; space given for three abusers}

____ {abuser code} ____ {frequency code}
____ {abuser code} ____ {frequency code}
____ {abuser code} ____ {frequency code}

Use these codes for abuser/perpetrator:

- | | |
|----------------------------------------|-----------------------------------------------------|
| 1. father | 2. step-father |
| 3. mother's boyfriend | 4. your boyfriend |
| 5. spouse/partner | 6. other male relatives (not incl. brother) |
| 7. brother | 8. sister |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers | 12. your peers (includes gang peer) |
| 13. family friend/neighbor | 14. authority figure (teacher, minister/priest etc) |
| 15. stranger | 16. customers of prostitutes--tricks |
| 17. pimps | 18. your mother |
| 19. your stepmother | 20. any female relatives |
| 21. any one in a correctional facility | 22. a police or correctional officer |
| 23. didn't know who they were | 24. anyone else _____ |
| 99. N/A- not abused in this way | |

Use these codes for frequency:

1. a one time event
2. more than once but not an ongoing, recurrent event
3. an on-going, recurrent event
99. N/A-not abused in this way

b) {if yes} Can you tell me in what ways this abuse has affected your reasons for committing crime?

c) Was any of this abuse tied to your membership in a gang?

_____no, NO gang membership

_____no, in a gang but no abuse

_____yes (brief description:)

104. Have you received counseling for this abuse while in this facility?

_____yes _____no _____no abuse reported _____D/K

105. Would you like to receive counseling or participate in a program dealing with surviving abuse?

_____yes _____no _____N/A- no abuse _____D/K _____no interest/need

106.

a) {For those that have received any counseling}, do you feel that any counseling you have received has helped?

_____yes _____no _____never received any counseling

_____never needed any counseling _____no abuse- N/A

b) Is there any other abuse that you may want to tell me about? {Brief description}

- | | |
|----------------------------------|--------------------------|
| 1. Twice a day or more | 2. Daily or almost daily |
| 3. 3-5 times a week | 4. Once or twice a week |
| 5. Once every 2-3 weeks | 6. Every month or two |
| 7. less than once every 3-4 mths | 8. Week-ends |
| 9. Occasional/sporadic | 10. Binge Pattern |
| 99. N/A | |

112. Have you ever used sniffed glue or other inhalants? ___ Yes ___ No
 Were inhalants ever a problem in your life? ___ Yes ___ No
 Did you use inhalants the last year you were free? ___ Yes ___ No
 If so, how often? ___ (see codes)
 Did you ever drink alcohol while using inhalants? ___ Yes ___ No
113. Have you ever used Quaalude? ___ Yes ___ No
 Were Quaalude ever a problem in your life? ___ Yes ___ No
 Did you use Quaalude the last year you were free? ___ Yes ___ No
 If so, how often? ___ (see codes)
 Did you ever drink alcohol while using Quaalude? ___ Yes ___ No
114. Have you ever used speedballs? (cocaine/heroin shot together) ___ Yes ___ No
 Were speedballs ever a problem in your life? ___ Yes ___ No
 Did you use speedballs the last year you were free? ___ Yes ___ No
 If so, how often? ___ (see codes)
 Did you ever drink alcohol while using speedballs? ___ Yes ___ No
115. Have you ever used crack? ___ Yes ___ No
 Was crack ever a problem in your life? ___ Yes ___ No
 Did you use crack the last year you were free? ___ Yes ___ No
 If so, how often? ___ (see codes)
 Did you ever drink alcohol while using crack? ___ Yes ___ No
116. Have you ever used LSD-other hallucinogens? ___ Yes ___ No
 Was LSD ever a problem in your life? ___ Yes ___ No
 Did you use LSD the last year you were free? ___ Yes ___ No
 If so, how often? ___ (see codes)
 Did you ever drink alcohol while using hallucinogens? ___ Yes ___ No
117. Have you ever used PCP? ___ Yes ___ No ___ Yes ___ No
 Was PCP ever a problem in your life? ___ Yes ___ No
 Did you use PCP the last year you were free? ___ Yes ___ No
 If so, how often? ___ (see codes)
 Did you ever drink alcohol while using PCP? ___ Yes ___ No

Appendix D Staff Survey Instrument

Staff Interview Guide: Youthful Female Offender Protocol

1. Over-all impressions of programs available to female wards:
2. Nature of needs of female wards:
 - Physical needs: (housing, medical etc)
 - Educational
 - Vocational
 - Emotional/psychological
 - Recreational
 - Visiting
 - Re-entry
 - Family
 - Relationship
 - Sexual/Reproductive/Parenting
 - Abuse
 - Drug/Alcohol
 - Other:
3. Staff needs in dealing with females:
 - Training/Education
 - Staff/Ward Ratio
 - In-service
 - Other:
4. Best things about programs here
5. Needs Improvement?
6. Comparisons of male to female program opportunities
7. Things you would like others to know about working with female wards?
8. Anything else?

Appendix E Program Survey Instruments

VENTURA SCHOOL PROGRAM SITE VISIT INTERVIEW

PARTICIPANT

DATE

NAME OF PROGRAM

PROGRAM DESCRIPTION

HOW LONG HAVE YOU BEEN PARTICIPATING IN THIS PROGRAM?

WHEN WILL YOU COMPLETE THIS PROGRAM?

IS THERE A WAITING LIST FOR THIS PROGRAM? IF SO HOW LONG?

IS THIS PROGRAM HELPING YOU NOW? IF SO, HOW? IF NOT, WHY?

DO YOU THINK THIS PROGRAM IS PREPARING YOU FOR LIFE WHEN YOU LEAVE HERE? IF SO, HOW? IF NOT, WHY?

WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THIS PROGRAM?

VENTURA SCHOOL PROGRAM SITE VISIT INTERVIEW

PARTICIPANT

DATE

NAME OF PROGRAM

PROGRAM DESCRIPTION

HOW LONG HAVE YOU BEEN PARTICIPATING IN THIS PROGRAM?

WHEN WILL YOU COMPLETE THIS PROGRAM?

IS THERE A WAITING LIST FOR THIS PROGRAM? IF SO HOW LONG?

IS THIS PROGRAM HELPING YOU NOW? IF SO, HOW? IF NOT, WHY?

DO YOU THINK THIS PROGRAM IS PREPARING YOU FOR LIFE WHEN YOU LEAVE
HERE? IF SO, HOW? IF NOT, WHY?

WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THIS PROGRAM?

WHAT OTHER TYPES OF PROGRAMS WOULD YOU LIKE TO SEE AT THE VENTURA
SCHOOL?

DESCRIPTION OF SCREENING PROCESS (eligibility criteria, intake)

NUMBER OF MONTHS/YEARS PROGRAM HAS BEEN OPERATING

PROGRAM DURATION (how long program lasts, e.g. 1 month, 6 months)

PROGRAM HOURS PER DAY OR PER WEEK

STAFFING (paid or volunteer)

NUMBER OF STAFF

DOES THE PROGRAM SERVE GIRLS AND BOYS TOGETHER? yes___ no___

PROGRAM CAPACITY

Girls____
Boys____
Total____

AVERAGE DAILY PROGRAM POPULATION (number of wards each day)

Girls____
Boys____
Total____

CURRENT NUMBER OF PARTICIPANTS

Girls____
Boys____
Total____

NUMBER OF PARTICIPANTS PER YEAR

Girls____
Boys____
Total____

CRITERIA FOR PROGRAM COMPLETION

Appendix F References

References

American Correctional Association (ACA) (1990). The female offender: What does the future hold? Laurel, MD: Author.

Arnold, Regina A. (1995). "Processes of Victimization and Criminalization of Black Women," The Criminal Justice System and Women: Offenders, Victims, and Workers. Barbara R. Price and Natalie J. Sokoloff, Eds. New York, NY: McGraw-Hill Inc.

Bloom, Barbara, Marilyn Brown, and Meda Chesney-Lind (in press). "Women in community corrections," Responding to the Mental and Substance Abuse Health Care Needs of Persons in Community Corrections. Arthur Luregio, Ed. The National Coalition for Mental and Substance Abuse Health Care in the Justice System.

Bottcher, Jean (1994). "Gender as social control: A qualitative study of incarcerated youths and their siblings in greater Sacramento." Sacramento, CA: California Youth Authority.

Bottcher, Jean (1986). "Risky lives: Female versions of the common delinquent life pattern." Program Research and Review Division, California Youth Authority, Sacramento: State of California.

Chesney-Lind, Meda and Shelden, Randall G. (1992). Girls, Delinquency, and Juvenile Justice. Pacific Grove, CA: Brooks/Cole Publishing Company.

Delinquency Prevention Commission (1992). "Come into the sun: Findings and recommendations on the needs of women and girls in the justice system."

Deschenes, Elizabeth P. (1995). "The Problem of Adolescent Crime in California." Testimony.

Felner, Robert, M. Silverman and R. Adix (1991). "Prevention of substance abuse and related disorders in childhood and adolescence. Family and Community Health, 14(3) 12-22.

Gilfus, Mary (1988). Seasoned by Violence/Tempered by Law: A Qualitative Study of Women and Crime Waltham, MA: Dissertation submitted to the Florence Heller School for Advanced Studies in Social Welfare, Brandeis University.

Hawkins, J.D., Catalano, R., and Miller, J. (1992). "Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. Psychological Bulletin, 112 64-105.

Johnson B., Wish, E., Schmeidler, E., and Huizinga, D. (1991). "Concentration of delinquent offending: Serious drug involvement and high delinquency rates." Journal of Drug Issues, 21(2) 205-229.

Lerman, P. (1991). "Counting youth in trouble in institutions: Bringing the United States up to date." Crime & Delinquency, 37(4), 465-480.